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ABSTRACT

This first of three how-to manuals in the Adult Competency Education (ACE) Kit contains a brief introduction, flowchart of the ACE student process, and counseling manual. The manual describes a process integrating counseling and instruction and demonstrating ACE's premise that vocational counseling can provide students the stimulus for understanding their need for basic skills. Material is divided into two parts: the individual process and the group counseling process. The section on individual counseling discusses intake and developing a vocational goal. Length, content, and exercises are suggested and sample forms provided for such steps or sessions as determining employment readiness, assessing basic math and reading levels, measuring vocational interests, reviewing the selected ACE job description, and establishing an instructional and counseling workshop program. The section on group counseling outlines workshop formats, including purpose, rationale, necessary materials, and procedures for four processes: self-assessment, occupational exploration, planning of educational and career ladders for job goals, and preparing for a specific job interview. Specific exercise topics include skills identification, information gathering about jobs, preparing application form and resume, and job interview. A bibliography is provided. (Other manuals, the project final report, and job descriptions are also available in ERIC--see Note.) (YLB)

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san mateo county office of education

San Mateo County Office of Education
333 Main Street
Redwood City, CA 94063
(415) 364-5600

Adult Competency Education kit

a project of the career preparation centers

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PART A

Introduction to ACE Kit
Table of Contents
Flowchart of ACE Student Process
ACE Counseling Manual

BASIC SKILLS IN SPEAKING, MATH, AND READING FOR EMPLOYMENT

Products and Processes
Developed by the
Adult Competency Education Project
Director, Joe Cooney

CE 014 819

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September, 1977

Introduction

The materials in this kit were developed by the Adult Competency Education Project, an adult basic education experimental/demonstration project funded during 1975-1977 by a P.L. 92-230, Section 309 grant from the California State Department of Education's Adult Education Unit.

Project Objectives

The objectives of the project were:

1. to establish which basic academic skills are required by frequently-occurring entry-level jobs.

2. to develop a basic skills instructional program using job required skills as a source of instructional objectives and as counseling tools.

3. to incorporate the methods and materials developed into four San Mateo County Office of Education programs.

Activities of the Project

In order to accomplish these objectives, ACE

1. established the math and communication skills needed on one hundred jobs.

2. matched the skills needed against a taxonomy of instructional objectives and developed a Competency Based Job Description for seventy jobs.

3. developed an individualized instruction system to support instruction toward the objectives enumerated in the job descriptions.

4. developed a brief goal-setting intake system and an on-going vocational counseling process which assisted the student in establishing and refining career and educational goals and helped the student to make use of the information contained in the job description.

The ACE Kit

This ACE Kit contains:

*seventy Competency Based Job Descriptions which list the math and communication skills found necessary on frequently-occurring entry-level jobs by an on-site employee interview,

*a "how-to" Instructional Manual which details the processes used in the development of the job descriptions and in planning instructional programs based on the skills needed,

*a "how-to" Counseling Manual describing the counseling techniques developed and used during the project,

*a filmstrip/cassette package which dramatizes the ACE process,

*a taxonomy of instructional objectives for Adult Basic Education/General Equivalency Diploma students.

Suggestions for Using the ACE Kit

To make the best use of these materials, the reader is advised first, to view the filmstrip; second, to study a job description; third, to relate the job description to the taxonomy of instructional objectives; fourth, to read the counseling and instructional manuals.

Some Explanations Regarding the ACE Job Descriptions

ACE investigated one hundred jobs but developed only seventy into Competency Based Job Descriptions. The numbering of these job descriptions is based on the one hundred initially investigated.

The Competency Based Job Descriptions are for the teacher and the counselor of adults, not for the student alone. They are intended to aid the instructor and the student who work together in a goal-setting session to specify which objectives are needed for a job. They are not to be used as text materials - by the student alone.

The job description was developed on the basis of one interview. It has been checked against the Dictionary of Occupational Titles summary to provide a general validity but cannot be presumed to be scientifically valid. Our purpose was to achieve face validity.

"G.E.D.Level" (on page 1 of the job descriptions) refers to a six point scale used by the Dictionary of Occupational Titles to rank all jobs by the Reasoning Development, Computational Skills, and Language Development required. Jobs deemed to be least demanding in these areas are listed as "1" or "2" on this scale.

Acknowledgements

The ACE Project owes a great deal to the Generic Skills work of Arthur Smith and Walter Kawula of the Canadian Office of Manpower and Immigration. Their Generic Skills study provided the basis for the ACE Questionnaire and the ACE Taxonomy of Instructional Objectives.

The ACE Project also owes a great deal to the imagination and direction of Emily Glines, Director, Career Preparation Centers and also to the work of the ACE staff, credited throughout.

Staff

The project Staff:

Director:	Joe Cooney
Counselor:	Linda Mazursky Kurtz
Instructor:	Janice Becker
Instructional Aides/Research Assistants:	Rocky Barrera Michael Malone Penny Pickels
Secretary:	Leandra Sidney

An Invitation

The Career Preparation Centers would appreciate learning how other educators use these materials.

If instructional materials are developed to teach the skills listed on a job description or around a cluster of instructional objectives, we would be happy to facilitate the exchange of these materials with others who have developed materials to use with the job descriptions.

JC:rk
7/27/77

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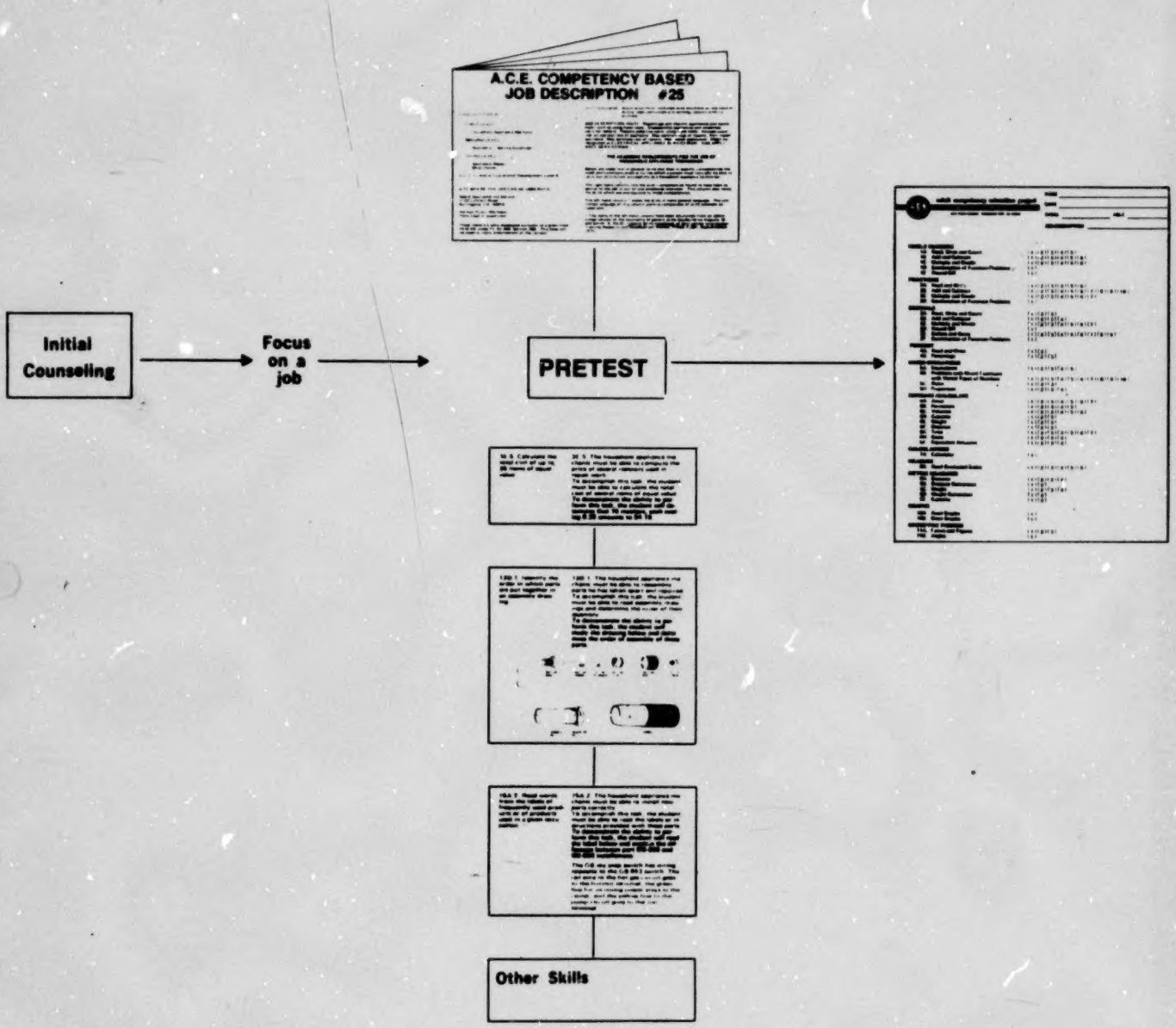
NOTE

JOB DESCRIPTION NUMBERS. ACE investigated 100 jobs and developed 68 of them into Competency Based Job Descriptions. The above 68 are numbered according to the original listing. The gaps are in the numbering only. This is a complete list of the ACE Competency Based Job Descriptions.

HOW A.C.E USES THE COMPETENCY BASED JOB DESCRIPTIONS:



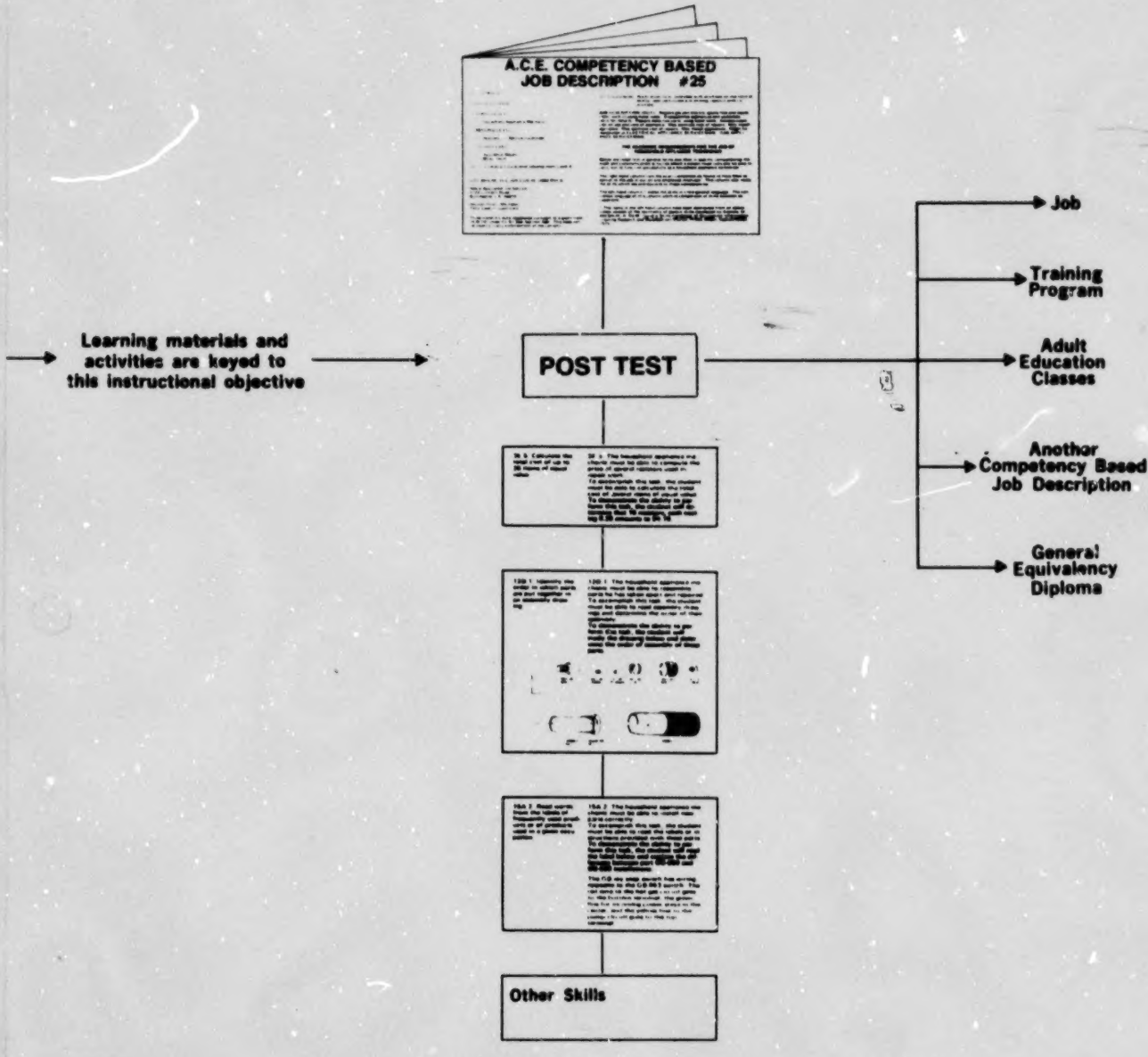
IN COUNSELING:
As a source of job information for students.

IN INSTRUCTION:
As a source of job-related basic skill test items;

To establish exactly which job related skill a student needs;
With which to assess a student's abilities;

AS A COUNSELING TOOL

In the initial counseling sessions, the job descriptions are used to extend the student's information base. The student can examine the requirements of various jobs and get a feel for the academic activities of the job.



On which to base an instructional Program.

TO POST TEST:
Skill accomplishment on job-related basic skills.

AS AN INSTRUCTIONAL PLAN

...e the student decides to prepare for a particular job, the competencies from the job descriptions are used as a pre-test of the student's abilities. If the student can demonstrate competence, the instructor credits him with the accomplishment of the task. If the student has trouble, the teacher plans a learning program.

Each ACE competency is matched to a corresponding numbered item in the skill listing which is the backbone of ACE's instructional system. Instructional materials are also organized to match the skill listing. When the student has completed work on a particular skill, he is tested again on the job related competency.

ACE COUNSELING MANUAL

BY

Linda Mazursky Kurtz

ACKNOWLEDGEMENTS

I wish to thank the following people who helped conduct and refine the ACE Counseling Program. Without them this manual would never have materialized.

The Students of ACE
The Adult Competency Education Project Staff:
Rocky Barrera
Jan Becker
Joe Cooney
Michael Malone
Penny Pickels
Leandra Sidney
Emily Glines, Director, Career Preparation Centers

Thank you Joe Cooney, Emily Glines, Michael Malone, Penny Pickels, Guy Fischetti and Ed Chiosso for your diligent technical editing and critical suggestions. Thank you June Warden for typing and pasting up this manual.

My special appreciation goes to Joe Cooney and Emily Glines who designed the ACE Program and who supported me throughout the program's duration in developing a holistic approach to counseling adult learners.

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PRONOUN LOVERS TAKE NOTE:

You will find I have used the male pronouns in this text. This was done only because I find the "he/she" usage awkward and because the English language provides no other alternative. One would hope that before too long someone will invent an acceptable neuter pronoun.

I. INTRODUCTION

Another counseling manual? What for?! . . . Well, we at the Adult Competency Education Project (ACE) had contracted to write one. But, more importantly, we saw the need for a manual that addressed the particular concerns of adult basic education (ABE) and English as a Second Language (ESL) counselors and teachers. Although there have been several manuals written, most presume a fairly high level of reading, writing, and English-speaking competency and therefore exclude less skilled students.

This counseling manual is different. It describes a process which integrates counseling and instruction and which demonstrates the ACE project's premise that vocational counseling can provide students the stimulus for understanding their need for basic skills. Throughout the manual, language development is incorporated into counseling activities. Students of all levels can benefit from coordinating language skills with counseling exercises, however it is essential that ABE students have their language needs recognized and dealt with in order to maintain themselves in a counseling program.

This manual delineates the rationale and procedures of the counseling process at ACE and can be adapted for different settings. Many of you will not have as much time to spend with each student as we have had, but hopefully you will evaluate the techniques and ideas presented and use them according to your own style, needs and time contraints.

Although students worked on individualized learning programs in the ACE demonstration project, they had much in common, upon entry, with students of regular ABE and ESL classroom programs. ACE students, for the most part, had low self-concepts and saw themselves as non-learners. They were mainly low income--underemployed or on welfare--and were unaware of having career options. They thought in terms of getting a job, not developing a career. Most felt victimized

by poor schooling, lack of money and lack of job opportunities, and had not learned a step-by-step process for change. They had no thought of life-planning. They had not benefited from other job workshops because they were so far behind other participants in basic skills; most in fact dropped out rather than reveal how "slow" they were. They were skeptical of their future ability to apply practically the basic academic skills they were setting out to learn. They did not view learning as enjoyable and did not give themselves credit for the skills they already had. To them, a counselor was one who either had all the answers or should have all the answers, and they at first did not understand the expectation that they would take responsibility for their educational and vocational plans. Despite all the apparent negatives, ACE students, like your students, did decide to give learning another chance by enrolling in a learning program.

It was my responsibility as counselor to acknowledge the concerns and doubts that students brought with them and to teach them a process for dealing with those concerns. Counseling took place in individual and group settings with the emphasis on group work. In group, I told students that I intended to bring out the counselor and teacher in each of them. They responded by helping each other in their self-assessment exercises, career cluster exploration and job-seeking skills exercises. When they did come to me for individual counseling, it was on their own initiative to deal with issues which came up for them in the workshop. The group offers the stimulation of working with people of different ages, ethnic backgrounds, reading levels, and socioeconomic backgrounds. In the workshop, students found out just how much they already knew about the world of work and could build from that base. They learned that while career development takes time, they themselves could create an exciting and realistic life/work plan if they followed the steps consistently and took credit

for the change they effected in themselves. This active participation was a great motivating factor for students to remain in the program.

You will notice a heavy emphasis on graphics both in the individual and group counseling sections of this manual. I insisted that students put their ideas, descriptions, self-pictures and verbal agreements down on paper so they could have a record of their self-growth and could simultaneously work on writing techniques (spelling, punctuation, vocabulary, syntax). Even those who took a long time to crank out three sentences were writing three more sentences than they normally would have written. Students in the counseling workshops were motivated to express themselves in writing and took the initiative to inform their instructor of their learning needs when they experienced difficulties.

Another benefit of the group setting was that students seemed to perform at a higher level in the counseling workshops than they did in regular instructional settings. Because instructors were frequently involved in the workshops (especially when there was much reading and writing), they were able to witness the higher functioning and could plan new teaching strategies to build on the strengths exhibited. We were often surprised that students who regularly had difficulty sounding out monosyllabic words could handle such words as "employer", "application", "experience" and "environment" in the context of a group counseling exercise.

A variety of student groups went through the counseling exercises presented in this manual. I worked with developmentally disabled, high school, G.E.D., ACE students and students in a clerical skills training class. Some of these groups displayed stronger verbal and writing skills than others. All expressed satisfaction with the language development exercises which were part of the counseling program.

In presenting this material, I have divided the manual into two parts:

1) The individual process involves intake and goal-setting.
2) The group counseling process includes four sections, one on each of the following: self-assessment, occupational exploration, goal-setting and job-seeking skills.

II. INDIVIDUAL COUNSELING

A. INTAKE PROCESS

Before counseling can take place, orientation sessions should be set up with potential students. The intake process at ACE was always done on an individual basis. Potential students needed to know how ACE worked and needed to assess how the program might fit in with their plans.

1. SCREENING TEST-"READING PROGRESS SCALE (RPS)"

   Arrange for potential students to take a screening test to ensure they belong in your program.

   Since we at ACE limited ourselves to working with the 8th grade or below level reader, we needed to know that the person was functioning within that range. Therefore, the applicant took a four-paragraph reading test called the "Reading Progress Scale" (RPS by Revrac Publishers--see Bibliography) before being seen by the counselor. If he passed all four paragraphs, then we knew we could refer him to a higher level program. Otherwise, we had quickly determined that he probably belonged with ACE on an academic level.

Counseling Session I, approximately 1½ hours:

2. GETTING BASIC FACTS

   If the applicant passes fewer than four paragraphs, immediately get basic data.

   At ACE a Short Intake Form was used in the first session to get such basic information as the person's address, phone number (if any), and referral source, and to record initial observations. I avoided more extensive note-taking and summarizing of plans until after Session II when I was sure the student was serious about entering the program.

INTAKE I - SHORT FORM

Name _____ Birth Date _____ Date of Entry _____

Address _____ Sex _____ Phone: Home _____

City _____ Zip _____ Phone: Work _____

Referring Person _____ ACE Person:

Referring Agency _____ _____

Referring Person's Phone No. _____

Next Appointment _____ Is student currently employed?

Comments _____ Yes ____ No ____

_____

_____

_____

3. EXPLANING PROGRAM

Explain the purpose and activities of your program, especially if there are conditions for participating.

The potential ACE student needed to know that ACE was an experimental/demonstration project which would tie one's vocational goal with his instruction program. An ACE competency-based job description (see Kit) was used to demonstrate how he would work on academic skills if he chose to become a student in the program. He saw that the math and reading competencies are listed from least to most complex and that he would begin at his tested level of competency. It was emphasized that ACE was an academic skills training program only, and that the student could either concurrently enroll in a practical skills training program or wait until he could handle the reading and math required.

4. ELICITING STUDENT'S COMMITMENT

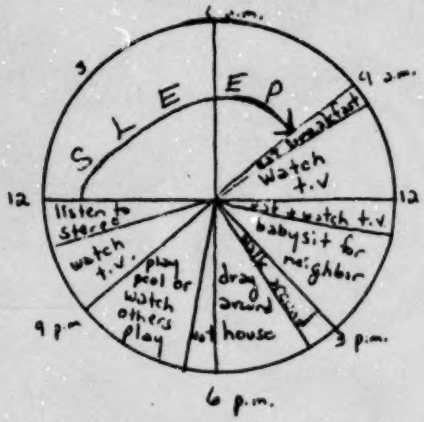
Elicit a statement of the student's commitment and agree on his and your responsibilities for goal-setting in the counseling process.

After the explanation of how ACE related basic academic skills to one's job goal, the potential student considered how the ACE process would fit his educational and vocational needs. We found that those individuals who had been seeking work only to be told their academic skills were too low and those who had dropped out of skills training programs because they were unable to handle the math and reading were likely to express the most need for a program like ACE. Our 16-18 year old high school dropouts were less likely to feel the need to commit themselves to a basic academic skills program as long as they had someone to pay for rent and food and had not made a conscientious job search.

With the less motivated student, in particular, it was important to develop graphically his ideas of the barriers to attending instruction regularly. This had to be done in the first session or the person might never return. Here is an example of using such a motivational technique in the first session:

> James, a 19 year old high school dropout, referred by CETA, said he would like to improve his academic skills but did not want to spend the time taking two buses to get to ACE. I asked him exactly how he spends his time now and put down all that he told me in Pie #1. I then asked him how he would like to spend his time and put down the details in Pie #2. Then I asked him to list all the obstacles he saw keeping him from going from the real to the ideal. I listed those barriers in the middle between the two. See example.

PRESENT SCHEDULE

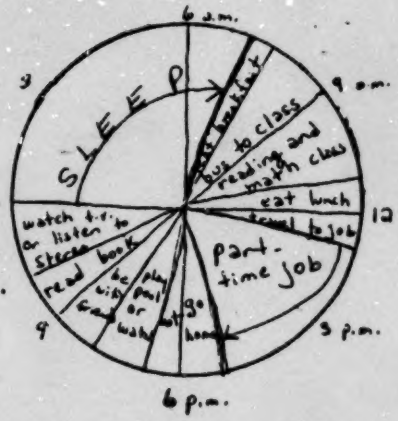


PIE #1

BARRIERS

1. buses take too long
2. have to get up too early to catch bus
3. friends will make fun of me if I go to school
4. I don't think I can learn
5. I don't know what good it will do
6. too much money for bus

IDEAL SCHEDULE



PIE #2

After I had listed all of James' stated barriers, I explained that in counseling we could deal with them one-by-one. I asked him to consider how he felt doing his current activities. He said he was dissatisfied and feeling worthless. I asked him to imagine himself one year from now ("still confused"), five years from now ("bumming around") and ten years from now ("finally ready to do whatever I must in order to learn basic skills"). He had finally imagined himself motivated to work on basic skills ten years later. I then asked, "what is keeping you from doing now what you imagine yourself doing ten years from now." After thinking about the question and fantasizing himself "bumming around" for ten years, James made his decision that he was not willing to wait so long to work toward a goal and that he was motivated to deal with his perceived barriers.

It is not always necessary to do the above counseling exercise in the first session. However, you should be prepared to help an individual look at how he is spending time now and to indicate that you can guide him in the change process if he is motivated to commit time and energy. The individual may fantasize himself always being stuck and may decide not to return, but at least you have discharged your responsibility of guiding in the decision-making process. Had James decided never to put forth the effort to work on basic skills, it would have been his decision based on an awareness of the consequences.

Before going on to step 5 in the intake process, I ensured that three questions had been asked and answered:

a. Can the student envision setting a schedule and keeping it?
b. Does the student feel a need for academic skills?
c. Can the student free himself of other concerns to focus on academic skill work?

5. DETERMINING EMPLOYMENT READINESS

Use a written questionnaire to help student assess his job readiness (see example).

Once the student had made a commitment to participate in the program, he answered the ACE Employability Questionnaire which gave an idea of how often he had sought work, whether he was job focused, and whether he related academic skills to employability. The Questionnaire was another discussion tool to get the student thinking about his job readiness.

ACE EMPLOYABILITY QUESTIONNAIRE

Directions: Read the questions below and rate your answer on the scale below each question.

NAME: _____

DATE: _____

1. How sure are you of the kind of job you would like to have?
   not at all ¦ . . . . . ¦ very sure

2. How happy are you with your choice of job?
   not at all ¦ . . . . . ¦ very happy

3. How definite a plan do you have for getting the job you want?
   no plan ¦ . . . . . ¦very definite plan

4. How qualified are you now to hold the job which you would like to have?
   not at all ¦ . . . . . ¦ very qualified

5. How much do you know about the availability in the Bay Area of the type of job(s) you want?
   nothing ¦ . . . . . ¦ a lot

6. How interested have you been in finding a job in the past month or two?
   not at all ¦ . . . . . ¦very interested

7. How free were you (in terms of health, time, ability to get around, etc.) to look for a job in the past month or two?
   not at all ¦ . . . . . ¦ very free

8. In an interview how much do you tell your employer about the things you do well?
   nothing ¦ . . . . . ¦ as much as possible

9. How good an idea do you think it is to explain in an interview any problems which might affect your ability to do the job?
   very bad idea¦ . . . . . ¦very good idea

4/20/76

10. How much improvement do you think you math skills need?
    very little ¦ . . . . . ¦ a lot

11. How likely is it that you would have difficulty getting a job or holding a job because of trouble with math?
    very unlikely¦ . . . . . ¦very likely

12. How much improvement do you think your reading skills need?
    very little ¦ . . . . . ¦ a lot

13. How likely is it that you would have difficulty getting a job or holding a job because of trouble with reading?
    very unlikely¦ . . . . . ¦ very likely

14. How much do you feel your employability has been increased by skills improvement programs?
    not at all ¦ . . . . . ¦ a great deal

15. Have you used the following for job information? Check all those you've used.

family	___	Employment Development Department	___
personal friends	___	Social Services (Welfare)	___
former teachers	___	potential employers	___
radio/TV	___	friends from work	___
newspapers	___	other: _____	
former employers	___	_____	

16. How often have you looked for work in the past month or two (made telephone calls, completed applications, gone for interviews, etc.)? Please circle the correct number of times.

    0 1 2 3 4-6 7-10 more than 10

4/20/76

23

Intermediate Test-taking Sessions, approximately 3 hours total:

6. ASSESSING BASIC MATH AND READING LEVELS - ABLE (Adult Basic Learning Examination) and R/EAL Test (Reading/Everyday Activities for Life)

Administer tests for discussion in counseling.

Note: Ideally these tests are given by the instructor or instructional aide as a first step in the instructional-counseling team approach.

At ACE, the ABLE test (Level I or II) which includes reading and math components was given between the first two counseling sessions. The ABLE was used as a standardized test for measuring student progress in the program and was helpful in counseling to get an early idea of a person's math and reading levels. For example, if the student talked about wanting to be a cosmetologist and could not multiply whole numbers or read beyond monosyllabic words, we could discuss how long it might take to reach the goal.

The R/EAL test (see Bibliography) was also a useful early test of a student's functional literacy level. It indicated how well he could cope with narrative and other printed materials such as road signs, schedules, want ads, new articles and job application forms.

Even students who had difficulty with straight narrative materials often did surprisingly well on parts of the R/EAL, indicating that they had figured out ways to cope with some printed materials. The test was self-administered by using a cassette and recorder. Students said they liked the freedom to pace themselves in answering the questions and enjoyed working with "real life" reading materials.

Counseling Session II, approximately 1 hour.

7. GETTING DETAILED HISTORY

Help the student clear the air and plan a fresh academic start by getting a detailed history.

A second counseling session was scheduled to get details on the student's educational and vocational history. The long intake form (Intake II--see example) was a good tool for getting the student in touch with his anger, frustration, and blame, and for dealing with it. Many ACE students felt victimized by the disruption in their early educations and had to be acknowledged for their feelings before they could confront the fact that they now had a second chance to learn what they did not or could not learn before.

The long intake form was also useful in finding out just how aware the student was of specific tasks performed on previous jobs and how he felt about them. Many students could not remember job details and took a very passive stance when speaking of both their educational and vocational experience. I discussed with them at that time how we intended to work so that they could take charge of their instructional and vocational lives.

I used the information gathered in the second session to begin my written planning of counseling activities and goals. The following example shows the three-part form with "date of visit", "comments/activities", and "plans". Under "Plans", I would indicate what I agreed to do and what the student agreed to do. (Note: After the student entered the learning program, instructional staff would frequently write comments in the counseling folder so we could have a running record of joint staff concerns.)

INTAKE II

Name _____ D.O.B._____

Is information on Intake I accurate? ___Yes ___No Age_____

Reason for entry _____

(Circle One) Ethnicity: Amer. Indian Negro/Black Oriental

Puerto Rican Mexican American Other Spanish White

(Circle One) Marital Status: Married Single Divorced Other

(Circle One) Health: Excellent Average Frequent Problems

S.E.S. _____ Number of Children _____

Number of residences in past five years _____

Number of months employed in last twelve months _____

Number of hours currently working per week (include housework) _____

(Circle One) Is current job related to long term career goal? Very Somewhat Not at all

EMPLOYMENT History (Last position first)

Position	Location	How long?	Salary

SCHOOL History (Last school first) Include all courses taken.

School	Location	Dates

Intake II 1/21/76

(Counseling Notes Form)

DATE	COMMENTS/ACTIVITIES	PLANS

Additional Counseling Sessions, between 1 and 4 hours:

B. DEVELOPING VOCATIONAL GOAL

Guide student in setting tentative vocational goal.

In the following sessions, the ACE counselor and student worked toward setting a tentative goal which could be revised as the student evaluated his learning process and assessed his vocational options in the career development workshops. Since emphasis was on getting the student into instruction, the work toward vocational goal-setting took no longer than two weeks and continued during instruction. In the case of severely disabled students who had to undergo extensive medical evaluation and physical restoration before doing realistic vocational goal-setting, counseling and instruction were concurrent.

1. DEALING WITH PROBLEMS/BARRIERS

Work on problems likely to affect regular program participation.

If there were any perceived barriers to a student's regular attendance at ACE, they had to be resolved before instruction began. Such issues as childcare, transportation, family, time and financial problems were delineated. The student looked at what his real alternatives were. We then drew up a contract defining the conditions under which we would work together. By writing down exactly what I heard from the student or having him do the writing, I could get a handle on many of the vague, global problems presented. See the example on the following page.

- how to stay out of trouble:
  1) lift weights at YMCA
  2) say no to suggestions for trouble
  3) sell jewelry
  4) yard work
  5) [redacted] go to A.A.
  6) Try to help my Eaghtion
  7) Stop Drive in Cars!
  8) and Stop staying out late
  9) Stay out of trubal
  10) go to the libeary

2. MEASURING VOCATIONAL INTERESTS

Administer written assessment materials.

Vocational interest inventories were administered to most students. They were a discussion tool for tentative goal setting and were a good means of getting the student to look at common characteristics of job clusters and to match interests with job requirements. Such inventories as the California Occupational Preference Survey (COPS) and the Holland Self-Directed Search were used in conjunction with the student's self-assessment of how he related to work with data, people, and things (see the Dictionary of Occupational Titles, Vol. II , Hierarchy of Skills and how he related to such working conditions as amount of pressure, autonomy, physical and social environment, variety of tasks, and training requirements.

Job possibilities indicated from occupational surveys were checked out via such sources as the Dictionary of Occupational Titles, Occupational Outlook Handbook, our career library (with jobs arranged by clusters), the VIEW system (Vital Information for Education and Work), company job descriptions, and ACE job descriptions. It was desirable that the student conduct informational interviews with employees on the job site, but such interviews did not have to be part of tentative goal setting. The student had an opportunity to gather information from direct sources later as part of his workshop participation.

3. REVIEWING THE SELECTED ACE JOB DESCRIPTION

Thoroughly go through job description with student.

The counselor and the student reviewed the ACE job description step-by-step noting both academic function required and on-the-job applications of those functions. The counselor pointed out transferability of academic skills between jobs and then discussed the need for additional skills not required on the job description, especially if the student wanted to advance on a career ladder.

4. ESTABLISHING INSTRUCTIONAL AND COUNSELING WORKSHOP PROGRAM
Arrange for ongoing counseling while the student is in instruction.

The student worked with the ACE instructional staff to assess thoroughly his academic skill level and to establish his instructional program. By this stage, he had either been attending the career development workshops already, or he made arrangements to attend for the long term vocational counseling which would support his decision-making. An explanation of the student's group process appears in the following section.

III. COUNSELING WORKSHOPS

Up to this point we have explored the intake process and procedures for helping students achieve vocational focus. These functions were accomplished in the context of individual sessions. Individual sessions prepared students to take advantage of the group activities. Problems arising in group sessions which called for individual attention were still dealt with in individual counseling. The group workshops were, however, the real dynamic sources from which students received the support, the information, and the commitment they needed to confront and admit their own abilities and to use this new stimulation in their career planning and job search.

A special note about workshop scheduling:
Workshop sessions at ACE lasted two hours and were conducted once per week for eighteen weeks. For special group needs, we abridged the session contents and conducted the workshops for six hours per day, either three days in a row, every other day, or on the same day for three weeks. You will want to assess your time frame and student needs to arrange your most workable schedule. Since most students attended ACE for at least eighteen weeks, we found the "spread-out" format to be most effective in relating their counseling concerns to instructional procedures and materials.

Section III delineates the purpose, rationale, necessary materials, and procedures for a group workshop setting. Please do not be put off by the numerous steps in each workshop procedure. By listing each step, we hope to give you specific ideas for conducting your sessions. Such a step-by-step format does not convey how dynamic and exciting our sessions usually were once we presented these exercises to the students. Their creative responses and willingness to "take over" the group counseling process were key elements in the success of our ongoing program.

A. SELF-ASSESSMENT

The counseling workshops begin with a series of self-assessment exercises. The purpose of this approach is to establish the individual foundation for career planning which will later lead students to a more detailed exploration of vocational goals. We will describe the setting in which students can conceive and express their personal inventory of values, preferences, interests and capabilities as they relate the energy and aptitudes they can bring to bear on choices and goals. The ability to assess personal resources will enable the student to:

1. focus on realistic job choices after an assessment of skills and interests;
2. develop a personal frame of reference from which the problems of unemployment or career change can be confronted;
3. define the alternatives of occupational choice and employment skills; and
4. learn to recognize and express--both in written and verbal form--the factors that will lead the student to occupations he can expect to yield maximum personal satisfaction.

To these ends, we will present the outlines of workshop formats that are designed to present exercises in self-assessment preparatory to more pragmatic job-seeking techniques. The student will be encouraged to explore and express current and evolving concepts of vocational interests, work values, reasons for working, sources of satisfaction, and realistic means to the achievement of vocational goals. The intent is not only to achieve some immediate employment objective but also to instill in the student those insights into his own resources and capabilities so that he may consider future advancement and job changes or, at the very minimum, be able to face unemployment in the future with a reservoir of necessary skills.

III. COUNSELING WORKSHOPS

A. SELF-ASSESSMENT

1. GRAPHIC INTERVIEWS (in which responses to interview questions are represented by both words and pictures. See example).

Purposes:

To develop a concrete, visual image of the student as a worker and remove written language as a barrier to self-expression.

To enable students to experience an interview situation in a non-threatening manner by asking each other questions they would need to consider in career planning and in job seeking, to have students experience what it feels like to be an interviewer as well as an interviewee, and to convince students that they each possess counseling and interviewing skills which they can use to help others answer questions.

To build a support system in the first workshop session and to give students an opportunity to laugh and be creative with each other as they develop skills.

Rationale:

The workshop series begins with graphic interviews because this interview situation gets students talking together about job-related concerns and builds a sense of shared purpose for future workshops. Students in individualized instruction and even those in classroom settings frequently come in with social needs that must be met in a constructive way. By having students interview each other and then introduce their partner to the rest of the group, they discover some common goals, interests, and skills and can support each other in overcoming obstacles to their getting jobs.

Students who act as interviewers find themselves "drawing out" their partners; they learn how it feels to ask questions and get only a vague response. By experiencing irritation, annoyance, or frustration at not getting a specific answer to such questions as "What are your skills?" and "For what reasons do you want a job?" students can imagine how an employer reacts when he hears "I don't know" or "I can't think of anything." Students get a chance to think about job interview questions in a non-threatening situation and are usually motivated to do further work in developing a positive picture of themselves.

A side-benefit of the graphic interview process is that students discover the helper/counselor in themselves. They learn right away that they have a lot of power to help and instruct each other and do not have to rely on one counselor to do it all. They also realize that an employer is not going to be as patient and helpful as they are with each other and that they had better do their preparatory thinking in the group while they have the chance.

There are several reasons for doing the interviews with pictures as well as words:

First, in a job interview the employer is forming a mental picture of who the applicant is, what he has done, and how he would fit into the job. The employer's picture consists of images, scenes, words, and thoughts and it is useful for students to see a picture of themselves develop as they communicate their self-impressions to a partner.

Secondly, students of ACE and in most ABE classes read and write with various degrees of proficiency. To maximize the effectiveness of the interview procedure, it is important that answers be recorded by drawings as well as words. Thus a total non-reader can be paired with a higher level reader and concentrate on developing oral communication skills.

Thirdly, students who are persuaded to represent each other graphically discover creative abilities they had forgotten or never knew they had. They find themselves thinking of clever ways to represent an idea or activity and do a lot of laughing with each other. (See example for how one student symbolized his partner's responses.)

Finally, students have reported that the pictures of themselves have stuck with them much longer than the written words. Several have said that in actual job interviews, they found themselves flashing on images from their interview sheets and that ideas have crystallized for them through the use of pictures.

Material:

Butcher block paper for each participant, colored felt tip pens or crayons, a list of interview questions for each participant.

Procedure:

1. Have students introduce themselves and tell what they would like to get out of participation in the group. It helps if you have students repeat the names of those who have introduced themselves before them, e.g. "I'm Mary, that's John, Joe, and Susan."
2. Explain you will be doing an exercise involving interviews. Ask students for their ideas of what an interview is.
3. Give a dictionary definition of "interview", such as Webster's "a meeting of people face to face, as for evaluating a job applicant." Stress the literal idea of two parties looking at each other (inter-view), and explain the difference between an interrogation and a conversation as interviewing styles. Tell students you want to help them turn an interrogation into a conversation and this takes practice.
4. Ask for a student volunteer to demonstrate with you the process of the graphic interview. Write the volunteer's name at the top of a large piece of butcher block paper and, with a felt-tipped pen, draw answers to the following questions:
   a) What activities do you enjoy most?
   b) What are some strengths/qualities you can brag about?
   c) What about yourself would you like to improve?
   d) For what reasons do you want a job?
   e) Describe your ideal job in terms of responsibility, mobility, physical and social environment, amount of money, tasks, hours, security, autonomy, amount of pressure, variety of activities, etc.
   f) What are the minimal conditions for you to be satisfied on the job?
   g) If you were doing a survey, what three jobs would

you like to research?

h) What are you doing now that you want to continue doing five years from now?....What that you do not want to be doing five years from now?

i) Who has been helpful in reaching goals you have set for yourself?

j) Who can be helpful to you now?

Note: If there is time before presenting your prepared list of questions, it is good to have students list those questions they think would be necessary to answer for themselves for a job interview. Then you can incorporate their questions into your prepared list.

5. Have students pair off. Give them each a sheet of butcher block paper and at least one felt tipped pen. Have them write their partner's name in the upper right hand corner and "Interviewed by" (with their name) underneath. Give each partner 20-30 minutes to interview the other. Circulate while interviews are going on to help students conceptualize and symbolize each other's statements. If they can't think of how to draw abstract ideas such as dependable and responsible, ask them to think of specific situations in which they demonstrated the quality, e.g. in a volunteer job, with friends, in a training program, etc.

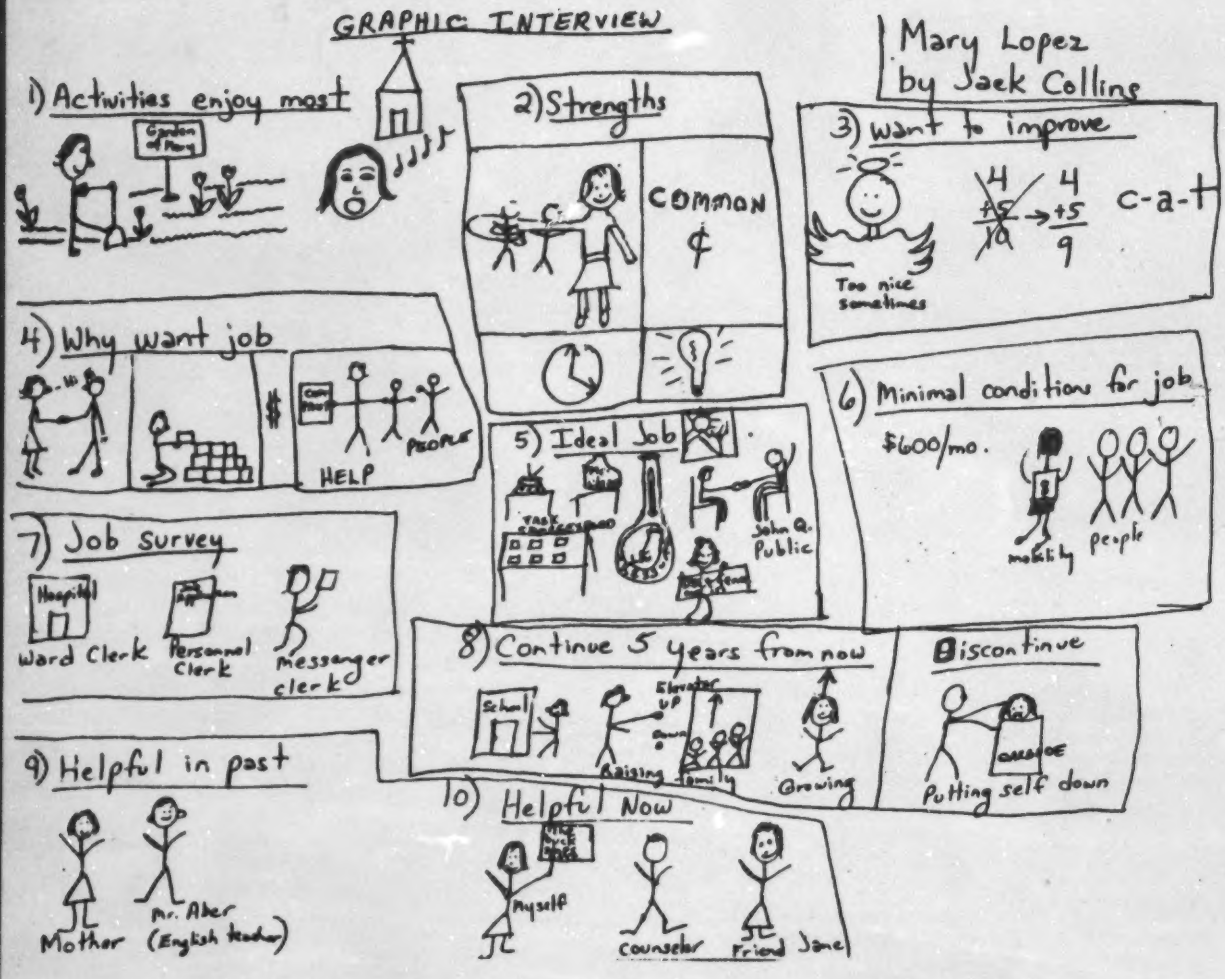
NOTE: Tell students not to worry if they can't finish all the questions in the allotted time. The important thing is that they get a sense of what kinds of questions they'll be working on in future workshop sessions.

6. Depending on the size of the whole group, have pairs come together so that the group is divided into two or three sections. Each partner then introduces his/her partner to the rest of the group by explaining items

on the graphic interview sheet and then asks if the introduction was an accurate one.

7. Have students meet as a whole group. Ask for feedback on students' reactions to the exercise. Did they think of themselves in new ways? Do they realize how much more thinking they have to do? How did they feel as interviewer? as interviewee? Did they discover any new talents such as creative and communication skills?

8. Ask students whether they can see themselves using this interview process in the future and if so, how? (Several students have said they would review their responses before an actual job interview.)

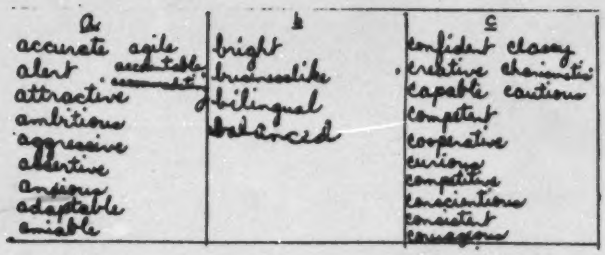


GRAPHIC INTERVIEW

III. COUNSELING WORKSHOPS

A. SELF-ASSESSMENT

2. VOCABULARY BUILDING



Purpose:

To help students develop a vocabulary of descriptive words for characteristics which are valued in employees and then to select from that list those words which would apply to them.

Rationale:

Students who go through the graphic interview exercise frequently find that they can think of few strengths or qualities "to brag about." To deal with this apparent lack, students must first be aware that they may have been conditioned not to "brag" about their skills and abilities and not to be "self-centered." They then must be guided in developing a vocabulary of character strength words upon which they can build a personal list of words describing themselves. They will also learn to address any of their skills which they previously did not consider to be skills. The exercise builds on the writing skills of ABE students since it stresses alphabetizing, spelling out, and defining words. It is also a good

exercise for learning about synonyms.

Materials:

Butcher block paper broken up into alphabetical squares, magic marker, 8½" x 11" paper for students' lists.

Procedure:

1. Ask for reaction to the graphic interview question on character strengths. You will probably hear that it was hard for people to think of strengths. Discuss the concept of cultural conditioning against bragging and ask students to consider that they will have to brag (with backup examples) to do a successful job interview.
2. Explain the importance of having a large vocabulary of descriptive character strength words from which to choose in talking about oneself.
3. Take out a large sheet of butcher block paper in which alphabetical letters are clearly blocked out. Give examples such as "neat", "accurate" and responsible" and put them under the proper letters.
4. Develop a list of words from class contributions, being careful to point out when a word or phrase does not apply. Give hints for words if some letter spaces are empty and make sure all group members contribute to the vocabulary list. This part of the exercise usually takes a long time (sometimes an hour) as students get bolder in speaking out. (See example at end of section).
5. After the general list is complete, tell students that they are going to personalize the exercise by making more lists. Explain that the work they have done so far will be meaningless and easily forgotten if they do not do the careful thinking you will require of them. Have students take out three sheets of paper for three lists:

a) "Qualities I Now Possess" Have them write an example to back up how they have demonstrated that quality or ability.

b) "Qualities I Want to Develop in Myself" Have them write of at least one situation in which they want to develop the quality, (e.g. "Organized - I want to be organized on my part time job so I do not feel pressured all the time.") Ask students to get as specific as possible about the situation or settings they want to work on because the more specific they are, the easier it will be to figure out those steps necessary to work on a problem area and develop the quality.

c) "Qualities Others Say I Possess" Have students think of compliments they have been given by others and give examples for each quality listed. Ask them to put an asterisk by each quality which has been recognized by another person and which they themselves value. Explain that they may or may not care about being organized, tactful, neat, or alert, but it is important to be aware of all their valued qualities. (See examples of lists below.)

6. If students do not finish the list in the group session, ask them to take the lists home to complete. Encourage them to get ideas from friends and co-workers, but to write the words down only if they can back them up with specific examples from their own experience.

VOCABULARY BUILDING EXERCISE, PART I

VOCABULARY BUILDING EXERCISE, PART I

a	b	c	d	e	f
accurate agile alert accountable accomplished attractive artistic ambitious analytical aggressive athletic assertive anxious adaptable amiable	bright businesslike bilingual bold blunt balanced	confident classy creative charismatic capable cautious competent cooperative curious competitive conscientious consistent contagious	dependable diligent direct down-to-earth dedicated diplomatic dynamic detail-oriented	efficient expressive enthusiastic empathetic economy-minded effective eloquent even-tempered exact	friendly flexible frugal firm fair follow-through
g	h	i	j	k	l
gracious grateful goal-oriented good-natured gregarious gutsy	honest helpful happy hard-working harmonious hardy healthy	industrious innovative intelligent independent interested involved imaginative	just joyful jack-of-all-trades	kind knowledgeable	loyal logical lively [leader] [like self] low-key
m	n	o	p	q	r
mature motivated methodical magnetic mellow mobile moderate masterful musical	neat nice natural nervy nimble nonchalant nurturing	organized optimistic open-minded outgoing original objective observant orderly	punctual patient persistent perceptive practical persuasive persevering professional prioritizing poised	quiet quick questioning qualified quantitative	responsible realistic reasonable risk-taking resourceful responsive rational regular reflective relaxed
s	t	u	v	w	x
sympathetic steady self-reliant strong self-starter [sense of humor] skilled stable straightforward speedy expectant amiable	tidy tolerant tactful truthful thick-skinned	understanding unflagging unique unpretentious unexcitable	vivacious versatile valuable venturesome vigorous vibrant	well-groomed willing to learn warm	
					y youthful
					z zealous

VOCABULARY EXERCISE, PART II

Vocabulary Exercise,

Personal list

Qualities I have now

dependable - I keep promises I make; always did ~~tasks~~ work required on gardening job

cooperative - I'm willing to meet people halfway - see others' point of view - cooperated with co-workers

accurate - I do not let anything pass my eyes without rechecking

calm - I keep calm under pressure even when moving ~~house~~ and don't know where I'll be next

Qualities I Want to Develop

- self-confident - I want to have faith in myself and speak up when I have a different idea.
- assertive - same
- firmness - I want to stop being take advantage of at home and at work. I want to stop giving in to doing things I shouldn't be asked to do.

outgoing - I want to feel more comfortable with people. I want to go up to people and have something to say.

~~Qualities Friends Say I Have~~

patient

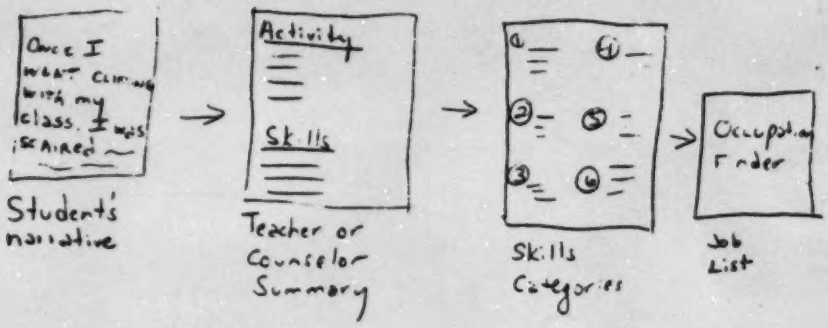
responsive

calm

III. COUNSELING WORKSHOPS

A. SELF-ASSESSMENT

3. SKILLS IDENTIFICATION



Purpose:

To demonstrate to students that they have been developing skills all their lives; to teach a process of identifying and categorizing skills so that appropriate jobs and environments can be targeted; to enable students to de-emphasize the negative in a job interview situation by focusing enthusiastically on what they can do.

Rationale:

Most students who repeatedly find themselves in unsuitable jobs or who get stuck with problem questions in job interviews have not done a careful assessment of their primary, most enjoyed ("motivated") skills and, therefore, cannot steer away from emphasis on weak points to an emphasis on their strengths. Often students do not recognize skills which they possess because they developed them in a recreational setting or naturally in the growing-up process. They must first understand that they do use marketable skills in leisure or non paid settings. If they do not

accept the concept of transferable skills (identifying skills used in one setting and relating how they can be used in another), then they will not be willing to do all the hard work called for in the skills exercises. Students who do the self-assessment work are assured of being able to express themselves in a positive way about the skills they most enjoy using. They can then use this process in seeking advancement on their job or in the next job search.

There is great value in teaching the skills identification process in a group. After members have seen the exercise demonstrated a few times, they take over the process and help each other identify and categorize skills. Participants feel validated by having their abilities recognized and written out in front of the whole group. They also expand their work-oriented vocabulary.

Materials:

Butcher block paper, blank writing paper, skills categories list for each student, at least one John Holland Occupations Finder, dictionaries.

Procedure:

1. Talk about traditional job-finding techniques in which people fall into whatever comes up. Point out that in that process skills are considered last. Ask students how they have entered jobs.
2. Explain that the purpose of this exercise is to present students with another way of looking at job-seeking, starting with identification of skills and then targeting job environments which would allow them to use those skills. Explain that you will teach a process for identifying and categorizing skills which they can

use whenever they seek a promotion or new job.

3. Define the following terms from Webster's dictionary and have students copy them into their folders: "Skill-skilled", "motivated-unmotivated", "activity", "transferable"; "work", "specific".
4. Develop concepts incorporating the dictionary definitions;
   a) Skill - idea of a developed ability: "1. ability gained by practice or knowledge, expertness. 2. ability to do things well with one's body or with tools." Stress that a skill does not have to be learned on a paid job, that it is developed through practice, repetition, and thought.
   b) Activity - idea of doing something: "the state of being active; action." Activity is the framework in which skills are used.
   c) Motivated - stress idea of internal drive to action (self-initiated): "motivate: provide with a motive or incentive; induce to act".

      Unmotivated - stress idea of external force causing one to act--not self initiated.

      Explain that a motivated activity is one which you really enjoy doing and from which you are not easily distracted. Explain that an unmotivated activity is one which you may do well but from which you are easily distracted because you don't enjoy it. Give your own examples of both activities.
   d) Transferable- stress idea of translation to many different situations: "transfer: to convey, carry, send, etc. from one person or place to another."
   e) Work-specific - stress lack of transferability--idea of boxing oneself in when thinking only in

work-specific terms:
"work: 1. effort in doing or making something
2. something to do; occupation, employment
3. something made or done: result of effort
4. a particular task, job, or undertaking." Stress the idea that work need not be a paid job, that it is something into which one puts concerted effort.
"specific"- stress the idea of limitation. Specific means "precise, definite, explicit ... peculiar to or characteristic of something.... specially suited for a given use or purpose." Explain that sometimes one must be concerned with work-specific skills such as typing (must know keyboard), knowledge of specific tests and tools, but that usually the key factor will be one's transferable skills.

5. Explain briefly again the idea of "motivated activity." Ask for a volunteer and have him/her describe in detail a motivated activity. Ask the volunteer to describe the activity as if talking to a five year old child who keeps asking " And then what did you do, and then what did you do?" Write out on butcher block paper the steps you hear described and ask questions if the details are too sparse.
6. Ask the volunteer to list the skills he thinks he demonstrated in the activity. Ask other participants what skills they can pick out and list them on the paper under the heading "Skills Used."
Indicate that you will group the skills later.

Choir Singing

(trained to be church choir singer)

- was heard singing with class
- was untrained - practiced 1 hour per day
- nervous at first - developed confidence
- sang solo several times (for 3 years)
- sang for pleasure

SKILLS (identified after further questioning)

* punctual every day
* regular + responsible even when didn't like practicing
- ability to accept criticism + stick to the job
- ability to concentrate on one task
* patience with repetition til got part right
- courage - to risk criticism and to perform in public
- prepared regularly for performance
- SINGING
  - memorized words and tune
  - developed own singing style - enthusiastic

→ persistent

- visualized self performing in public
- diverting skills

Mountain climbing
- in class at Ravenswood
- walked up steep mountain - scared would fall
- said didn't want to go - did and made it
- screamed "I made it" at top of lungs

SKILLS
- eye-hand-foot coordination
- recognized feelings (aware)
- willing to accept help (when got stuck)
- willing to take risk (to climb) despite fears
- perserverance
- planned how to move ahead on-the-spot
- took credit + responsibility for achievement

7. Explain that students will now do their own process like the one just demonstrated. (See above example) Ask them to first write out their age in five-year groups, leaving space between the numbers for each five-year period.

0 - 5
6 - 10
11 - 15
16 - 20
etc.

Then for each five-year period ask them to list a few motivated activities which gave them a sense of satisfaction and accomplishment.

8. Ask students to choose one accomplishment from their list to describe in detail as was just demonstrated (as if telling to a five-year old child).

As students write, circulate to answer questions and quide them in getting down details.

Note: For language-limited students, have tutors or volunteers help them to express themselves

on paper. Students who can write in Spanish only should do so. They can later translate into English and can orally describe details of the activity in English to other group members.

9. Have students meet in groups of three. Explain that one person will read his description and the other two will write down the skills they hear used. When the describer finishes, he will tell what skills he believes were used. The listeners will then relate what skills they listed. They will then switch roles so that each person has the opportunity to read his description of a motivated activity and to listen for skills used.

   Note: A staff person or volunteer should be available in each group to help students identify skills in case they get stuck.

10. Call the group back as a whole for a demonstration of grouping skills into six categories. Ask for a volunteer to read a description and list of skills, and place them in the appropriate categories on butcher block paper on the wall. For example, manual dexterity, physical agility and precision-work would go under the category "1. Machine, manual, athletic, outdoor-traveling skills." See example below which is based on the six categories in Richard Bolles' Quick Job Hunting Map and John Holland's Self-Directed Search. Stress that a pattern will emerge as participants analyze seven or more motivated activities and categorize the skills used. Explain that a combination of two or three preferred functions such as "investigative, analytical" and "leading, managing" should emerge if the students write down enough details. (Specific jobs can be targeted in the Holland Occupation Finder after several activities are analyzed.)

SKILLS CATEGORIES

1) Machine, manual, athletic outdoor, traveling skills

2) Detail, follow-through skills with data, information, numbers

3) People skills: influencing, persuading; performing; leading or managing for organizational goals or economic gain

4) People skills: helping, facilitating, instructing, informing, training

5) Observational, investigative, analytical, evaluating, problem-solving skills

6) Artistic; imaginative, inventive; innovating; intuitional skills usually in unstructured setting

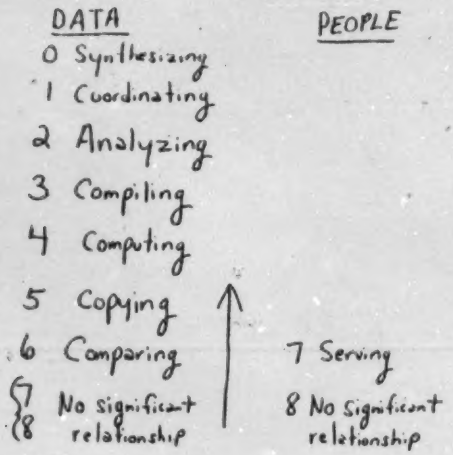
11. If there is time, have students write another description, break into groups of three, and do skills listing and categorization.

12. Assign students to write up five more activities from their list either at home or in instructional sessions. Emphasize that they will need several examples to demonstrate the definite presence of a skill.

III. COUNSELING WORKSHOPS

A. SELF-ASSESSMENT

4. DATA-PEOPLE-THINGS EXERCISE



Purpose:

To teach students a method for job analysis in terms of a hierarchy of functions and to teach them a process for self-assessment based on their preferred functions, work environment, and current skill level.

Rationale:

Students should know that most people in today's job market will change jobs at least three times in their working lives. In order for them to feel in control of the job transition process, they must know a system for identifying their preferred level of functioning and for identifying jobs in different clusters which call for those functions. They must also be able to assess realistically their ability to function at their stated preferred level and to lower their expectations in a particular area if necessary. The Dictionary of Occupational Titles (D.O.T.) offers a universal system for self-assessment and job analysis. The "data-people-things" system

of hierarchy of skills going from least to most complex functions is particularly helpful in working with students who have unrealistic job goals. By having them code themselves on this scale, the counselor can usually get low achievers to revise their job goals to occupations with simpler functional requirements.

This exercise also builds necessary job-related vocabulary and reinforces the concept of transferrable skills.

Materials:

Large piece of butcher block paper (for writing data-people-things functions in front of group) or blackboard, thick dark magic marker, copies of data-people-things listing for each group participant, at least one set of the Dictionary of Occupational Titles, Vols. I and II.

Procedure:

Note: Before presenting this exercise to students, refer to the appendix in Volume II of the Dictionary of Occupational Titles. On pages 649-650 you will find the "Explanation of Relationships Within Data, People, Things Hierarchies" reproduced below. Read these two pages thoroughly so that you understand the premise that all jobs require workers to function in relation to data, people, and things.

APPENDIX A

Explanation of Relationships Within Data, People, Things Hierarchies

Much of the information in this edition of the Dictionary is based on the premise that every job requires a worker to function in relation to Data, People, and Things, in varying degrees. These relationships are identified and explained below. They appear in the form of three hierarchies arranged in each instance from the relatively simple to the complex in such a manner that each successive relationship includes those that are simpler and excludes the more complex.[1] The identifications attached to these relationships are referred to as worker functions, and provide standard terminology for use in summarizing exactly what a worker does on the job by means of one or more meaningful verbs.

A job's relationship to Data, People, and Things can be expressed in terms of the highest appropriate function in each hierarchy to which the worker has an occupationally significant relationship, and these functions taken together indicate the total level of complexity at which he must perform. The last three digits of the occupational code numbers in the Dictionary reflect significant relationships to Data, People, and Things, respectively.[2] These last three digits express a job's relationship to Data, People, and Things by identifying the highest appropriate function in each hierarchy to which the job requires the worker to have a significant relationship, as reflected by the following table:

DATA (4th digit)	PEOPLE (5th digit)	THINGS (6th digit)
0 Synthesizing	0 Mentoring	0 Setting-Up
1 Coordinating	1 Negotiating	1 Precision Working
2 Analyzing	2 Instructing	2 Operating-Controlling
3 Compiling	3 Supervising	3 Driving-Operating
4 Computing	4 Diverting	4 Manipulating
5 Copying	5 Persuading	5 Tending
6 Comparing	6 Speaking-Signaling	6 Feeding-Offbearing
7 No significant relationship	7 Serving	7 Handling
8	8 No significant relationship	8 No significant relationship

DATA: Information, knowledge, and conceptions, related to data, people, or things, obtained by observation, investigation, interpretation, visualization, mental creation; incapable of being touched; written data take the form of numbers, words, symbols; other data are ideas, concepts, oral verbalization.

0 **Synthesizing:** Integrating analyses of data to discover facts and/or develop knowledge concepts or interpretations.

1 **Coordinating:** Determining time, place, and sequence of operations or action to be taken on the basis of analysis of data; executing determinations and/or reporting on events.

2 **Analyzing:** Examining and evaluating data. Presenting alternative actions in relation to the evaluation is frequently involved.

3 **Compiling:** Gathering, collating, or classifying information about data, people, or things. Reporting and/or carrying out a prescribed action in relation to the information is frequently involved.

4 **Computing:** Performing arithmetic operations and reporting on and/or carrying out a prescribed action in relation to them. Does not include counting.

5 **Copying:** Transcribing, entering, or posting data.

6 **Comparing:** Judging the readily observable functional, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.

PEOPLE: Human beings; also animals dealt with on an individual basis as if they were human.

0 **Mentoring:** Dealing with individuals in terms of their total personality in order to advise, counsel, and/or guide them with regard to problems that may be resolved by legal, scientific, clinical, spiritual, and/or other professional principles.

[illegible] to People represent a wide range of complexity, ranging in number [illegible] occupations, their arrangement is somewhat arbitrary, and can be considered a hierarchy only in the most general sense.

[illegible] relationships which are occupationally significant in terms of the requirements of the job are reflected in the code numbers. The incidental relationships [illegible] to Data, People, and Things, but which do not seriously affect successful performance of the essential duties of the job, are not reflected.

1 **Negotiating:** Exchanging ideas, information, and opinions with others to formulate policies and programs and/or arrive jointly at decisions, conclusions, or solutions.

2 **Instructing:** Teaching subject matter to others, or training others (including animals) through explanation, demonstration, and supervised practice; or making recommendations on the basis of technical disciplines.

3 **Supervising:** Determining or interpreting work procedures for a group of workers, assigning specific duties to them, maintaining harmonious relations among them, and promoting efficiency.

4 **Diverting:** Amusing others.

5 **Persuading:** Influencing others in favor of a product, service, or point of view.

6 **Speaking-Signaling:** Talking with and/or signaling people to convey or exchange information. Includes giving assignments and/or directions to helpers or assistants.

7 **Serving:** Attending to the needs or requests of people or animals or the expressed or implicit wishes of people. Immediate response is involved.

THINGS: Inanimate objects as distinguished from human beings; substances or materials; machines, tools, equipment; products. A thing is tangible and has shape, form, and other physical characteristics.

0 **Setting Up:** Adjusting machines or equipment by replacing or altering tools, jigs, fixtures, and attachments to prepare them to perform their functions, change their performance, or restore their proper functioning if they break down. Workers who set up one or a number of machines for other workers or who set up and personally operate a variety of machines are included here.

1 **Precision Working:** Using body members and/or tools or work aids to work, move, guide, or place objects or materials in situations where ultimate responsibility for the attainment of standards occurs and selection of appropriate tools, objects, or materials, and the adjustment of the tool to the task require exercise of considerable judgment.

2 **Operating-Controlling:** Starting, stopping, controlling, and adjusting the progress of machines or equipment designed to fabricate and/or process objects or materials. Operating machines involves setting up the machine and adjusting the machine or material as the work progresses. Controlling equipment involves observing gages, dials, etc., and turning valves and other devices to control such factors as temperature, pressure, flow of liquids, speed of pumps, and reactions of materials. Setup involves several variables and adjustment is more frequent than in tending.

3 **Driving-Operating:** Starting, stopping, and controlling the actions of machines or equipment for which a course must be steered, or which must be guided, in order to fabricate, process, and/or move things or people. Involves such activities as observing gages and dials; estimating distances and determining speed and direction of other objects; turning cranks and wheels; pushing clutches or brakes; and pushing or pulling gear lifts or levers. Includes such machines as cranes, conveyor systems, tractors, furnace charging machines, paving machines and hoisting machines. Excludes manually powered machines, such as handtrucks and dollies, and power assisted machines, such as electric wheelbarrows and handtrucks.

4 **Manipulating:** Using body members, tools, or special devices to work, move, guide, or place objects or materials. Involves some latitude for judgment with regard to precision attained and selecting appropriate tool, object, or material, although this is readily manifest.

5 **Tending:** Starting, stopping, and observing the functioning of machines and equipment. Involves adjusting materials or controls of the machine, such as changing guides, adjusting timers and temperature gages, turning valves to allow flow of materials, and flipping switches in response to lights. Little judgment is involved in making these adjustments.

6 **Feeding-Offbearing:** Inserting, throwing, dumping, or placing materials in or removing them from machines or equipment which are automatic or tended or operated by other workers.

7 **Handling:** Using body members, handtools, and/or special devices to work, move, or carry objects or materials. Involves little or no latitude for judgment with regard to attainment of standards or in selecting appropriate tool, object, or material.

NOTE: Included in the concept of Feeding-Offbearing, Tending, Operating-Controlling, and Setting Up, is the situation in which the worker is actually part of the setup of the machine, either as the holder and guider of the material or holder and guider of the tool.

1. Hand out to students copies of the data-people-things list from the D.O.T. Explain that you will be teaching them a system of examining job activities so they can decide for themselves how they would prefer to function on a job and so they can target actual jobs which call for those preferred functions.

2. Refer to the handout as you explain to students the D.O.T. system of coding jobs as they relate to data, people, and things. Define the words "data", "people" and "things" so there is no confusion. Ask students for examples of jobs which are mainly one function. For example, bookkeeper is mainly a data job and sewing machine operator is mainly a things job.

3. Explain the D.O.T. concept of ranking worker functions from simplest to most complex. Add that each higher function will include those beneath it.

4. Using either butcher block paper (preferable because you can save it) or a blackboard, begin delineating the functions. Start by writing the column headings DATA, PEOPLE, THINGS across the top. You will list the functions from simplest to most complex, and will start each column with the "no significant relationship" item. (Start from the bottom space of the column and work upward.)

   Explain each function in the hierarchy of skills in as concrete a way as possible. For clarity, include the following in each explanation:

   a. a demonstration of the function
   b. a request for other words which would describe the function
   c. a request for examples of how the function is performed in specific jobs.
   d. a repetition of the idea that each higher function includes and builds on those beneath it.

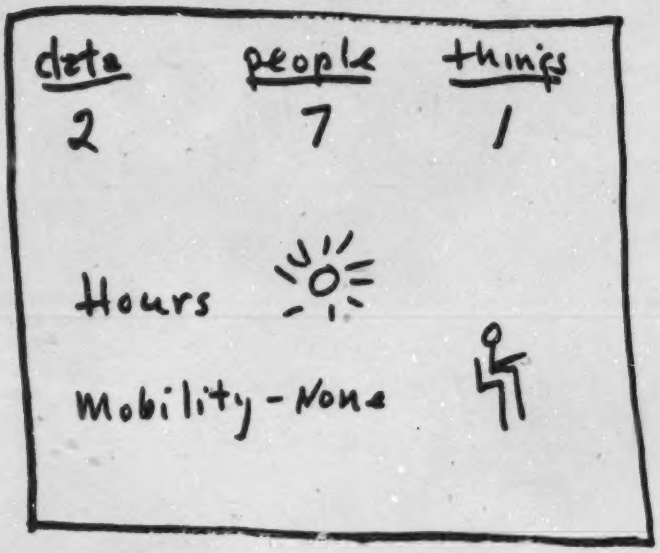
For example, to demonstrate "6 Comparing" data, have two students come to the front of the room. Have the other students list similarities and differences in clothing, height, hair, etc. Indicate that they are comparing as they observe characteristics. Words which might describe or relate to the function are "observe" and "contrast." Specific job tasks which would relate to the general function are sorting by number, size, color, or style, inspecting items for damage, and verifying goods according to purchase order. When you go on to "5 Copying," you will indicate that comparing is a necessary element of copying and that copying is more complex.

5. When you complete each of the three columns, have students code themselves as to preferred level of functioning. Ask them to think carefully about how much time and effort they are willing and/or able to put in to attain each level. Ask them also to code themselves on their present level of functioning. For example, a student may want to function at Data level 2- "Analyzing" but realistically judge himself at Data level 3- Compiling, since he has not yet mastered the skill. A student should end up with two codes such as 2-3-8 (preferred) and 4-6-8 (present) unless his current functioning equals the preferred one. Indicate that these codes will later be compared with codes of the three jobs which they wanted to explore further (see "Graphic Interviews" section 4g).

III. COUNSELING WORKSHOPS

A. SELF-ASSESSMENT

5. IDEAL JOB EXERCISE



Purpose:

To get students thinking about all the components they would like to have in their ideal job.

Rationale:

Once students specify on paper how they would ideally like to work, they often find they can take steps to get closer to their dream job, especially if they prioritize these factors.

Materials:

Paper for each student.

Procedure:

Have students describe in words or pictures their ideal job indicating data-people-things code, degree of desired responsibility, physical and social environment, physical demands, hours, mobility, variety of tasks, degree of autonomy (amount and kind of supervision), and any other factors important to them.

B. OCCUPATIONAL EXPLORATION

The student is now ready to explore occupations and choose the most suitable one after a systematic research process. If he has done a personal inventory, he can consider all career clusters presented in light of his interests, abilities, and motivation.

In the following exercises the student learns to make contacts with employers and to conduct interviews to obtain information about jobs. He learns how jobs can be grouped together in clusters according to similar characteristics and learns several methods for gathering information about jobs. Since most students at ACE had limited experience with jobs outside the few they had held, this exposure to the different career clusters and to learning a research system was essential.

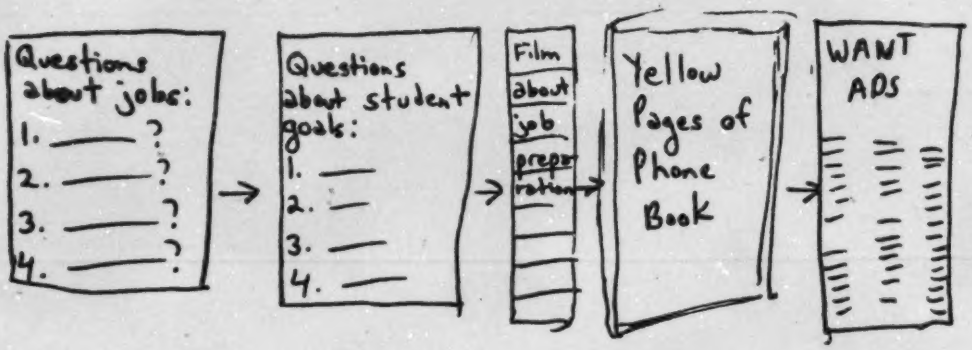
In the occupational exploration series, students will narrow their choices by comparing job cluster characteristics to personal characteristics. For example, if a student knows he wants a job "helping people" in the medical setting, he will look at jobs in a range from physician to registered nurse to nurse's aide and will decide how much and what kind of training and how much responsibility he is willing to assume. He will have looked already at his present and projected competency level and will have assessed such factors as physical capabilities, temperament, values, preferred working environments, and life situational limitations. He will be gaining interviewing experience from the informational interviews and will make valuable contacts for the future.

The student should be able to distinguish between finding a job and developing a career and will choose which concept he will operationalize. For survival reasons, many students will have to find jobs outside their field of interest, but at least they will know that they can work toward long-range goals while working on a job if they are willing. Options have to be real to students before they will plan steps to act. The purpose of these exercises is to get students to delineate their alternatives and to take responsibility for acting or not acting.

III. COUNSELING WORKSHOPS

B. OCCUPATIONAL EXPLORATION

1. INTRODUCTION TO INFORMATION GATHERING ABOUT JOBS



Purpose:

To teach students a process for getting information about jobs in which they are interested so they find out first hand before seeking a job what the job requirements and conditions are; to get students into the habit of looking to primary sources for information instead of using intermediary sources such as counselors; to give interviewing practice in a non-threatening situation where the student is not being interviewed for a job.

Rationale:

People too often look to the counselor for information and then ignore it. If they do their own research while attending a group, they will be able to do research every time they want to make a job switch.

Materials:

Blackboard or butcher block paper, filmstrip on job search preparation. Phone books and want ads for each student.

Procedure:

Develop with students a step-by-step plan and demonstrate to them that they are capable of doing each step.

1. Introduce the idea of getting information about a job directly from employers and employees as a valuable activity leading to better career management.
2. Elicit questions from students of what they need to know about themselves and about jobs before going out looking.

Sample questions about jobs:

a. What does the firm do?
b. What skills are needed by a person doing the job?
c. How did the employee find his job?
d. Are education and training required? Must you have pretraining or is on-the-job training available?
e. What are chances for advancement?
f. What are chances for steady income?
g. What are the job satisfactions and dissatisfactions?
h. What are the working conditions--hours, pressure, physical setting, health hazards, etc.

Sample questions for student to ask self:

a. What is my job goal?
b. Where do I want to perform job?
c. What are my skills?
d. For what reasons do I want to work at that job?

3. Elicit from students sources for finding out about jobs: yellow pages of phone book, want ads, VIEW, ACE Job Descriptions, EDD (State Employment Development Dept.), informational interview. (Note: First have them think

about what they need to know and then elicit interest in how they will find out.)

4. Show Career Development filmstrip called "What you Should Know Before You Go to Work" (or a similar film) which will validate for students the ideas which they developed for themselves.
5. Discuss reaction to film.
6. Do exercises with want ads and phone books to make a list of companies for the student to visit (stress use of the index and abbreviations.)

    a. Point out that there are other sources in public libraries such as Contacts Influential for the Bay Area which students can use.
    Encourage them to ask the librarians.

    b. Teach students how to use the indexes of want ads and phone books: include how to look up words arranged alphabetically.

    c. Want Ads--Ask students to think about one of the three jobs they want to explore further (see Graphic Interview exercise) and copy name, address, phone number, and the contact person. Point out that most jobs are not advertised in want ads, but it is still important to know how to use them when necessary.

    d. Phone Book:-
    Indicate that yellow page listings are done by product or service so student must have an idea of what he wants to work with before looking up company names.
    Ask students to choose one product or service related to a job title and list three company names, addresses, and phone numbers.

7. Explain that you will refer to companies listed in future exercises.

III. COUNSELING WORKSHOPS
B. OCCUPATIONAL EXPLORATION
2. ROLE-PLAYING INFORMATIONAL INTERVIEW PROCESS

Purpose:

To give students experience in setting up and conducting informational interviews: to give students information via Janus job cards (see resources) and the Occupational Outlook Handbook on several entry-level jobs (not a systematic overview yet); to enable students to conduct their own interviews while receiving information from written and visual sources.

Rationale:

A majority of openings appear in a "hidden job market." They are not advertised because many employers use means other than want ads to attract applicants. Students must be aware that the most reliable method of exploring a particular field is to interview employers and employees directly on employment trends and job requirements. The informational interview is a low-stress means of gathering up-to-date information about an occupation, of increasing self-confidence in talking to people about jobs, and of building a network of contacts for later use in the job-search. If the student goes on at least eight interviews per occupation, he will be able to assess his skills in view of local job requirements and will have a solid informational basis for speaking to employer needs in a job interview. Also, the more a student hears about training and skill requirements first-hand from an employer, the more motivated he will be to pursue training and work toward goals. The counselor must ensure that the student feels the need for further training and must be backed up by the student's experiences in discussing job requirements.

Since many people have difficulty getting to the right person and lack confidence to request an interview, role-playing on setting up and conducting the interview must be done. By using information from the Occupational Outlook Handbook and Janus job cards, students can get used to asking questions about entry-level jobs and can later compare what local employers say with the written materials. It is important for students to role play the employer giving information so they can see how it feels to respond to questions both vaguely and clearly expressed (depending on the questions.)

Since asking questions about a job usually seems easier than setting up the informational interview, it is best to start students role-playing the former. They will visualize themselves learning and conversing with an employer and will then be more willing to take the steps to request an interview.

Materials:

Blackboard or butcher block paper (a few sheets), paper for students, Occupational Outlook Handbook and/ or Janus job cards.

Procedure:

1. Review process of resource-finding with students.
2. Ask students to think of one job they would like to research further. Have them brainstorm questions they would like to ask about the job (ask them to refer to questions listed from last exercise.)
3. When the list is complete, have them make their own list, prioritizing which questions are most important to them. (Note: Be sure to allot enough time for this process so that students can personalize their list.)-see

questions at the end of this section.

4. Demonstrate role-playing process with one student volunteer by:
   a. having student give job title
   b. reading information about job from Janus job card or the Occupational Outlook Handbook
   c. answering student's questions about job. Play the role of the employer a few more times and then have students play both roles. (Note: This is a good way to have students see themselves as givers of information as well as gatherers!)
5. After each student has had the opportunity to play the role of both parts of an informational interview, ask how many feel comfortable about asking for an interview. Most students will probably say they don't feel prepared. Introduce role-playing of setting up an interview.
6. Develop telephone script with students, emphasizing that they are asking for information only and for only a limited amount of time (15 minutes).
   (See a sample script at end of this section.)
7. Have each student role play asking for an interview. Demonstrate and then have students play both roles.
8. After each student has role played, ask them to make at least one contact and go through one interview before the next session. Explain that you will expect feedback on how it went.

QUESTIONS FOR INFORMATIONAL INTERVIEW

1. What type and how much schooling is necessary?
2. What are the major job tasks? What are the major skills needed? What are the physical demands of the job?
3. How do I get the job? Must I join a union? Is there on-the-job training?
4. Do you know of a good training school? (ASK THIS QUESTION ONLY IF PREVIOUS TRAINING IS REQUIRED).
5. What are the chances for a steady income? What is the pay?
6. What are the chances for advancement?
7. What are the hours?
8. What are the job satisfactions and dissatisfactions?

PHONING FOR THE INTERVIEW

1. Dial Number.
2. Receptionist: "ABC Company".
3. Caller: "I would like the name of the person in charge of (department)".
4. Receptionist: "That's Mr./Ms (name)".
5. Caller: "I would like to speak with (name)".
6. Receptionist: "One moment please.....She doesn't answer her phone. Do you want to leave a message?"
7. Caller: "No, I'll call back. Does (name) have a direct phone number or extension?"
8. Receptionist: "Yes, her extension is (number)".
9. Caller: "What time do you expect her back?"
10. Receptionist: "She should be in after 2:00 pm today".
11. Caller: "Thank you, I'll call back then".

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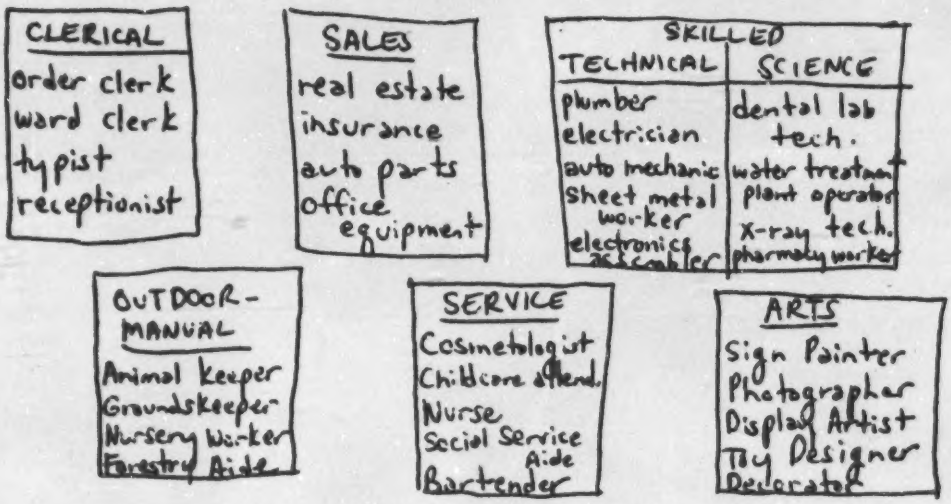
1. Dial number.
2. Receptionist: "ABC Company".
3. Caller: "Extension 345 please".
4. Receptionist: "I'll ring".
5. Supervisor: "This is Ms (name) speaking".
6. Caller: "Ms (name), my name is (name). I'm gathering information about _____ work so I can find out what I need to do to get a job as a _____. Could I have 15 minutes of your time to ask you some questions about the job?"
7. Supervisor: "What? .... I don't have any jobs available and I'm very busy".
8. Caller: "I understand that you're busy which is why I'm asking for 15 minutes of your time only. I'm not looking for a job right now. I'm gathering information about the job so I'll know what the local requirements are, and I would really appreciate your giving me some time to answer my questions about your view of the job".
9. Supervisor: "Well, I don't know ... What kind of questions?"
10. Caller: "I would ask about major skills needed, educational requirements, major job duties".
11. Supervisor: "Well, o.k., but I'll just give you 15 minutes".
12. Caller: "Fine. When can you see me?"
13. Supervisor: "Be here at 10:00 am sharp tomorrow".
14. Caller: "10:00 is fine. I'll call you at 9:00 tomorrow to confirm the meeting, and my name again is (name). Thank you for your time and I'll see you tomorrow".

III. COUNSELING WORKSHOPS

B. OCCUPATIONAL EXPLORATION

3. OCCUPATIONAL CLUSTER EXPLORATION



Purpose:

To investigate career clusters in relation to student self-assessment of skills and interests and in relation to direct information students have picked up from informational interviews and each other.

Rationale:

Most ABE students have a very limited knowledge of the variety of jobs available to them. Those who have held jobs may have gotten them through a relative or friend or have taken the first thing offered without making a careful survey of what occupations would best match their interests, skills, and environmental preference. By having students first make a detailed assessment of their preferred level of functioning, desired educational attainment, skills, and interests, you will give them a good framework to make a systematic career exploration. By presenting them with films and speakers

(field visits, too, if possible) on the different clusters, you will allow them to acquire information on why they are interested in a field or why they would want to avoid a certain kind of work.

Since the job market is changing as jobs become obsolete and new ones develop, it is important for students to see relationships among jobs and view the clusters in terms of transferable skills required. Students must be able to develop alternative plans to their primary choice and such plans must be based on adequate information.

Materials:

Chalkboard or butcher block paper, filmstrips on occupational clusters, typed copies for each student of informational interview questions developed in previous session.

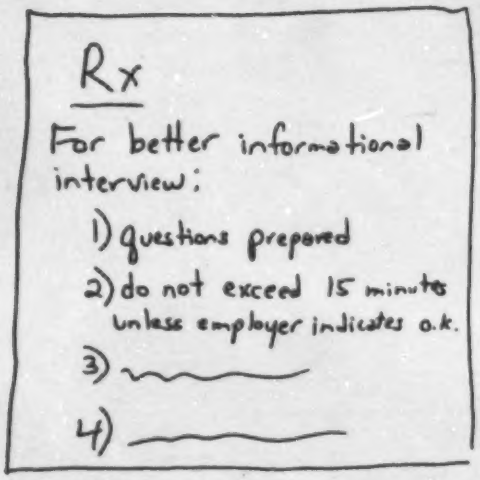
Procedure:

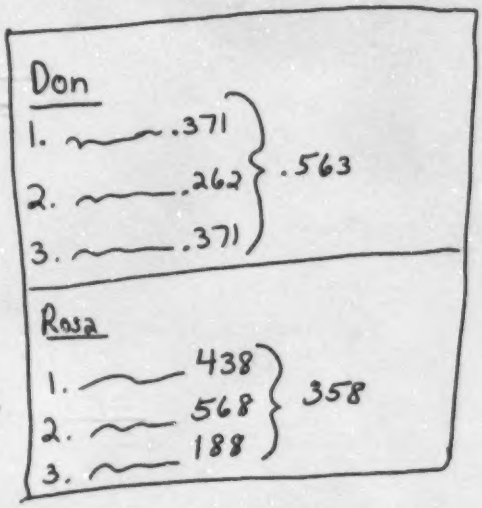
1. Ask students for examples of how they have acquired information about jobs before. Ask how many of them know about jobs outside of their immediate experience.
2. Make a list of occupational clusters students can think of. The list may be done in several ways--the important thing is that students see for themselves that some jobs are more alike than others.
3. Begin presentation of clusters. Before each cluster presented, ask students what kinds of jobs they expect to find in each one and what distinguishing factors they expect to discover. Then show a film, present a speaker, have students work in groups on collecting their own materials, or a combination of these approaches. Stress the importance of collecting information about primary job functions, physical demands, temperament, education, training and experience required, environmental con-

ditions, and career ladders.

4. After presentation of each cluster, generate a discussion of students' attraction or aversion to jobs in that cluster. Tie these reactions to their personal assessment.
5. Stress that students should be arranging informational interviews in those job areas which interest them most.

III. COUNSELING WORKSHOPS
B. OCCUPATIONAL EXPLORATION
4a. FEEDBACK ON INFORMATIONAL INTERVIEWS
4b. RELATING OF JOB CODES TO STUDENT CODES





Purpose:

To give students a forum to share what happened when they tried to set up and/or conduct informational interviews and to have them role-play problem situations for themselves; to emphasize for them what works best for each individual and therefore to get them to take over the informational process; to compare D.O.T. codes of three jobs (information from graphic interview) with student self-codes stressing student and/or job goal adaptability; to define vocational goal on the basis of job and self-information gathered so far.

Rationale:

Students will need a forum to share their successes and frustrations in setting up and conducting informational interviews. In order for them to make this process their own, they must be aware of how they proceeded,

what worked for them and what did not, and what they might do to improve their strategies. As students learn to see themselves as their own best resource finders, they will look to the counselor less as an information giver and more as a guide through a process. With the information students have gathered about jobs from both the occupational cluster exploration and the interviews, they will be able to assess realistically how their personal skills and motivation relate to job requirements.

Materials:

Chalkboard, typed copy for each student of employer contact script developed in role-playing session, Occupational Outlook Handbook, Dictionary of Occupational Titles

Procedure:

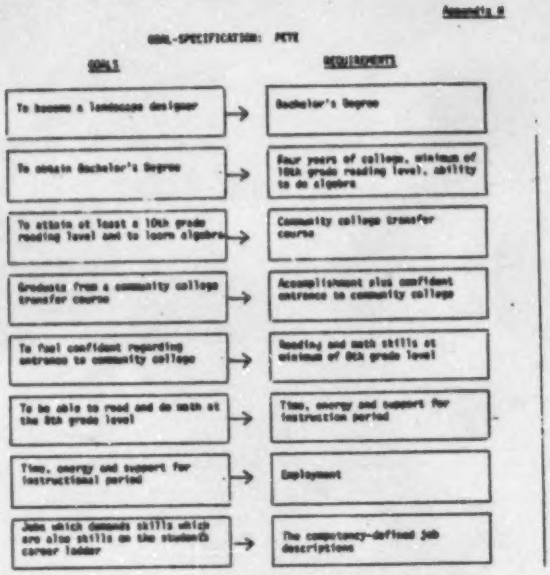
1. Go around the room and ask each student to give details on an informational interview experience. Do not get into problem-solving at this stage. (Note: Some students may have already shared details in comparing what they have learned in the interviews to what is presented in the occupational cluster films.) Write down on butcher block paper details as they are given.
2. Role-play both successful and unsuccessful experiences for reinforcement and improvement. Role-playing will be the vehicle for problem-solving.
3. Have students write down their own prescriptions for proceeding with informational interviews. Give them the format of purpose, rationale, and procedure.
4. Ask students for three jobs in which they are interested. List these jobs and their D.O.T. codes for each student and then write down the data-people-things code the students gave themselves.

5. Point out how the codes match or differ from each other. If there is a discrepancy, point out that the student will have to change his plans to match the demands of the job or he will have to revise his job goal. If the personal codes appear much lower than the job codes, look in Occupational Outlook Handbook and on ACE Job descriptions to find more entry level jobs in the same field. It is important for the student to take a careful look at how much work he would be willing to put in to handle job requirements and how much he is willing to change to do so.

   Ask each student the questions: "If you could do only one of these functions (data-people-things), which would you choose? What must you be involved with? Then what?" Each student must decide which is his/her preferred kind of functioning among the category of data-people-things.

6. After finishing with each student, ask the group to go home and consider the meaning to them of the difference in codes. Tell them that the next step is to outline all the steps required to reach their goals.

III. COUNSELING WORKSHOPS
C. PLANNING OF EDUCATIONAL AND CAREER LADDERS FOR JOB GOALS


GOAL-SPECIFICATION: PETE
GOALS
REQUIREMENTS
To become a landscape designer
Bachelor's Degree
To obtain Bachelor's Degree
Four years of college, minimum of 10th grade reading level, ability to do algebra
To attain at least a 10th grade reading level and to learn algebra
Community college transfer course
Graduate from a community college transfer course
Accomplishment plus confident entrance to community college
To feel confident regarding entrance to community college
Reading and math skills at minimum of 8th grade level
To be able to read and do math at the 8th grade level
Time, energy and support for instruction period
Time, energy and support for instructional period
Employment
Jobs which demands skills which are also skills on the student's career ladder
The competency-defined job descriptions

Goal Specification: the process of working from the student's long range goal to that specific goal and its requirements which can be accomplished in a period of time and with an outlay of energy which is comprehensible to the student. All points on that path are examined and the possibilities which extend from each of these constitute an individualize career ladder. By establishing that there are jobs available which demand those competencies; the project not only reinforces the actual value of those skills but also provides the student actual employment possibilities.

Purpose:

To teach the process for step-by-step goal specification for at least two alternative vocations; to help students realize that goal setting is a life-long process and that they must be prepared to set new plans after goals have been reached; to ensure knowledge of the consequences of reaching each step of long-range plan or of not following through on a plan (a plan is based on information gathered from different sources and from the student's consideration of how much time and energy he will expend towards achieving the goal).

Rationale:

Learning a process for goal-setting and planning is important for all students. It is particularly important for adult basic education students because they usually have to complete their high school equivalency work and/or some other training before getting close to

their vocational objectives. Students who do not know how to set goals using a sequence of concrete, short term steps are likely to become discouraged from ever achieving their long-range goal. Students must consider satisfying aspects and obstacles of the environment, personal capabilities and interests, and their willingness to persevere. They must have at least one alternative plan worked out and be aware that goals can change as one's economic, personal, and vocational situations change. Students must be guided in imagining themselves working toward a goal and must consider the possible consequences of pursuing or not pursuing any task laid out. The goals one sets for oneself are subject to constant change. Thus it is very important to point out to students that you are teaching a process which can be used and revised throughout their lifetime.

Materials:

Chalkboard, printed sample of goal specification for each student, blank writing paper for each student.

Procedure:

1. Ask students to think of a goal they had set for themselves in early life. Ask them to write down or draw how they proceeded with it. If they quit striving, ask them how they stopped themselves. What happened to change their course?
2. Ask students to write down the most important decisions of their lives. Ask how they were made: impulsively? planned out? with adequate or inadequate information about themselves and external factors?
3. Ask for feedback on what students learned about their goal and decision-making processes. Explain that goal setting can be hard work and will not be done unless

group members experience a need for it after looking at their past processes.

4. Explain that you will be guiding students in a process called goal specification which is a process they can use whenever they are working toward a long-range objective.
5. Ask students to select one of their two job objectives and write that down on the top of a sheet of paper. Tell them to write underneath it the last step they must reach before achieving the job goal. In order to achieve that step, ask at what academic and physical level they must be functioning. Then ask them to write the steps that must be achieved prior to attaining that level. Have them continue until they have completed a step by step outline which includes academic and physical requirements (see example at beginning of the section).
6. Ask students to be clear about where they are now in terms of aptitude, skill, experience, education, and physical skills. Ask them to consider whether they are able and willing to put in all the work necessary to achieve their goals. Tell them they must consider the consequences of taking or not taking each step.
7. Write on the board and have students copy these 4 questions:
   a) What must I do to reach each step?
   b) What must I give up in order to reach each step, i.e., what will I sacrifice?
   c) What are my reasons for pursuing each step, i.e., what are the payoffs?
   d) As I imagine myself doing each step, how am I feeling?

   Ask them to write about each question briefly.

8. Have students break up into groups of four and share what they have written for themselves.
9. Assign students to do step 5 of this exercise at home for an alternative goal of theirs. They do not have to write answers to the questions in number 7 but should think about them.

III. COUNSELING WORKSHOPS

D. PREPARING FOR A SPECIFIC JOB INTERVIEW

This last series of workshop exercises can be taken without experiencing the others, but it is best to have gone through the entire program. Those students who have attended all workshops will be prepared to talk about their skills, interests, and preferences. And will have sufficient background about the nature of the job for which they are applying to be specific in the interview.

Students will be building their language skills as they develop positive job-seeking behaviors. They will demystify application forms by constructing them from scratch and will gain information about job application forms by reading aloud narrative passages. You will help them develop lists of important words and will guide in the resume-writing process. Instructional staff can be particularly helpful during these exercises and can provide followup workshops. Students will read from scripts in job interview books and list the points they want to make in their mock interview. They will rate the mock interviews on paper and do other writing exercises.

Students who have not attended previous workshops should identify their transferable skills and target occupational clusters of interest in individual counseling. If you have a peer counseling program, one of the students who has gone through the program can give guidance. However it's done, students should be focused on a job goal when they enter this part of the process.

III. COUNSELING WORKSHOPS

D. PREPARING FOR SPECIFIC JOB INTERVIEW

1. JOB PREPARATION EXERCISE AND FILM

NEED TO KNOW

about self
interests
skills
education
physical limitations

about information + job finding sources
informational interview process
use of yellow pages, want ads
contacts Influential

about job in general
education
skills required
tasks
responsibilities
on-the-job training?

about company
product or service sold
needs of company

Purpose:

To elicit from students ideas on all the steps they might take and resources they might use in job hunting and to show a film to confirm and expand their ideas.

Rationale:

Most students in the group will have at least a few ideas about what they need to know and do before seeking work. They will have already conducted some informational interviews and be able to list specific job preparation steps. It is important that students understand how much they already know and that this understanding be reinforced for them by showing the film after group discussion. Once again the teacher/counselor is emphasizing that the student's best resource is still himself and his ability to organize and record information.

Materials:

Butcher block paper, paper for each student, film on job-seeking preparation.

Procedure:

1. Introduce the idea that students need to know and do certain things before looking for a job.
2. Ask students to give ideas about what they need to know. List these ideas on butcher block paper. The answers will be similar to the following:

"Need to know about self

interests, skills, education
physical limitations

about informational and job finding sources

informational interview process
use of yellow pages, want ads
Contacts Influential
(a listing of employers by industry and location; gives names to contact).

About job in general

education, skills required, tasks, responsibilities, on-the-job training

About company

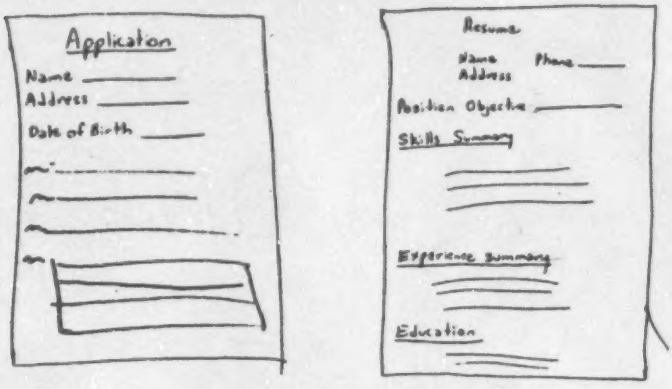
produce or service sold
needs of company

3. Show film on job-seeking preparation. Note: A good one is "Job Hunting-Where to Begin". See Bibliography.
4. Ask students to share the points made in the film which were most significant to them. Indicate wherever possible how film message is similiar to students' pre-film statements.

III. COUNSELING WORKSHOPS

D. PREPARING FOR SPECIFIC JOB INTERVIEW

2. PREPARING APPLICATION FORM AND RESUME EXERCISES



Purpose:

To demonstrate that the application form and/or resume are the student's paper introduction of himself; to teach the student to synthesize data from self-assessment exercises in writing a functional resume; to demonstrate how to express transferable and work specific skills on a resume.

Rationale:

To most people application forms are, at best, bothersome, and often times mystifying. Students must learn to understand job application vocabulary and abbreviations, to fill in blanks according to directions, and to answer problem questions in the most positive way. They must also be able to express their skills in the best light by means of a functional resume. Students who have a good knowledge of their strongest skills areas will be able to use that awareness in expressing themselves on paper and in creating a positive impression in the interview itself.

Materials:

Chalkboard or butcher block paper, Janus My Job Application File or a similar book, sample application blanks, blank 8½ X 11" paper for students, sample resumes of functional and chronological types.

Procedure:

1. Elicit from students their ideas of why employers require filling out an application blank.

   Write on the board these reasons, which might include the following:

   -to screen out applicants who do not qualify for the job;
   -to see whether an applicant can follow instructions as to printing, leaving certain sections blank, presenting material in a certain way, etc.
   -to get an idea of an applicant's neatness and sense of completeness;
   -to get such basic information as address, date of birth, and telephone number so that it need not be asked for in the interview;
   -to provide a record to be kept on file in case of future openings in the company;
   -to provide a structure for the interview.

2. Explain that the application blank is the student's paper introduction of himself and that all information must be presented neatly and thoroughly with an emphasis on one's skills.

3. List on the board student ideas of what kinds of information are asked for on an application form. The list will include such items as: personal background, education, work experience, health questions, special skills, references, and questions about criminal records.

4. Stress that some information asked for on application blanks may be illegal or may not relate to how one functions on the job. Questions about age, parents' occupations, number and ages of children are not legal. Explain that employers who ask such questions usually make such assumptions as "a 27-year old woman with a 7-year old child will be likely to take too much time off," "a 51-year old woman will be too rigid to work with younger people," "a 19-year old man will be too immature to handle difficult customers," etc.
5. Have students list their ideas of employer assumptions about age (too old, too young), sex, disability, number and ages of children, marital status, educational background, number of jobs held, etc. The idea is to get students thinking of ways to steer employers away from their stereotyped assumptions toward a positive view of the applicant.
6. Using Janus Publisher's My Job Application File, go through all the exercises with the students. ABE students should take turns reading the introductory paragraphs and lists should be made of unfamiliar and hard-to-pronounce words.
   Important: For such wordy forms as "My Personal History" on page 7, have students construct their own form from scratch and then fill in the blanks. This will give more practice in writing common words and will make the form more familiar to students.
7. As students are writing, ask them to be aware of which questions are hardest for them to answer. Tell them you will be bringing in people from personnel departments to speak with them and answer questions about their concerns.
8. After going through the Janus book with students (this

will include writing a letter of application), introduce the subject of resume writing. Explain that a resume is a concise summary of the student's experience and skills and is written to interest the employer enough to want to call the student in for an interview. Explain that a resume is valuable because a person often does not have an opportunity to emphasize his/her skills on an application form. If there is little room on the blank, then a person with few work-specific skills will need a means to express his/her transferrable skills. Even when a resume is not required, it is a good idea for students to prepare one. It will help to organize their thoughts so they can talk about their strong points first in an interview.

9. Explain the difference between the traditional chronological resume and the functional skills resume. The chronological one emphasizes the amount of time the applicant spent on each job and may repeat the same skills and duties for each job. The skills resume emphasizes the highest skills a person used in a number of positions. It is especially good for the person with a lot of nonpaid work experience and with many seemingly unrelated jobs.
10. Have students take out their categorization of skills list (from the Skills Identification exercise) and list the major skills and accomplishments from their work experiences.
11. After the listing of skills and accomplishments, have students choose three or four superheadings which best summarize their skills clusters. Tell them to put the most important one first, next important on second, and so on. Underneath each superheading, have them list their accomplishments using <u>action</u> verbs such as "<u>demon</u>-strated," "designed," "created," "organized," "imple-

mented," "set up," etc. It is important for them to stress their highest level functions (refer them also to their data-people-things exercise) and to present their past in such a way that the employer can visualize the student working for him/her in the future. Give them copies of the attached sample resume.

ROBERT JONES
721 Maple Street
Elm City, CA 94123

Daytime phone: 123-4567
Home phone: 765-4321

CAREER OBJECTIVE: Carpenter's Helper

SKILLS SUMMARY:

TECHNIQUES AND TOOLS

- Skilled with hand tools and power tools such as circular saws, table saws, joiners, sanders, drill presses, and power staplers.
- Experienced in basic construction techniques.
  - Worked with hard and soft woods.
  - Participated in the building of room additions.
  - Put up gypsum board and paneling.
  - Installed kitchen cabinets.
  - Installed aluminum windows.
  - Helped put on roofing.

TEAMWORK

- Skilled at following directions and relaying directions to others.
- Able to take constructive criticism well and to learn from it.
- Good at asking questions to ensure learning process.
- Experienced at helping out other workers when facing project deadline.

PHYSICAL SKILLS

- Able to handle all physical demands of job, such as:
  - Standing for long periods of time
  - Climbing ladders and maintaining balance
  - Squatting for a long time
  - Maintaining eye-hand coordination
  - Constant hammering
  - Working outdoors in bad weather.

WORK HISTORY:

10/76-9/77	Alan and Sons Construction Firm Maple City, CA	CONSTRUCTION WORKER
9/75-10/76	Manny's Scrap Metal, Oakwood, CA	DISMANTLER

EDUCATION AND TRAINING:

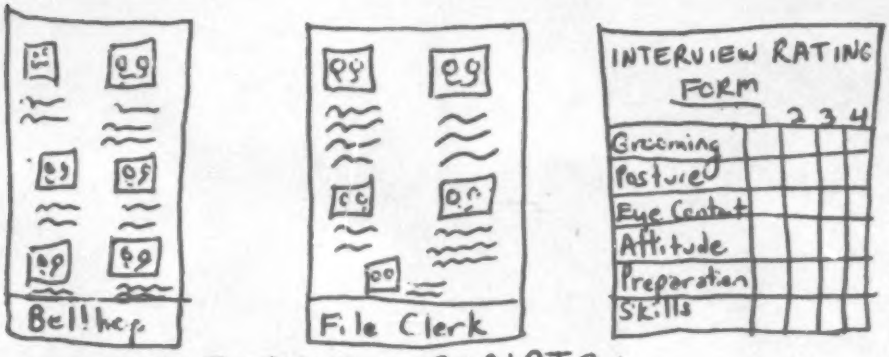
Oakwood High School, Oakwood, CA - high school diploma 6/75
- courses included two years of woodworking class and one year of drafting

Mayview Adult School, Elm City, CA - one year of carpenter's apprentice class

III. COUNSELING WORKSHOPS

D. PREPARING FOR SPECIFIC JOB INTERVIEW

3. JOB INTERVIEW BOOK AND FILM EXERCISES



INTERVIEW SCRIPTS

Purpose:

To introduce students to positive interview behavior via film and books containing interview scripts; to develop with students an evaluation system for upcoming role-playing sessions; to put students in employer's position via role-playing of Janus scripts.

Rationale:

The job interview, as much as the job itself, requires preparation and training. Students who go into interviews with no knowledge of effective interview behavior often communicate irrelevent information, display distracting mannerisms, and give vague expressions of their skills and interest in the job. Use of two job interview script books serves a two-fold purpose with ABE students:

1. It develops their reading skills by using interesting narrative and role-play material.
2. As a counseling tool, it develops their awareness of effective and ineffective interview styles. Students

will learn to use the rating sheet at the end of each interview and thereby develop an evaluation system for their own practice interviews. They will be able to begin their training in a non-threatening manner and build up their interview skills.

Materials:

Chalkboard, Janus My Job Interview Guide or similar book, Guidance Associates film You and Your Job Interview or similar film, paper for each student.

Procedure:

1. Tell students you will be showing a film about job interviews, but first you want to list their ideas of what to look for in evaluating an interviewee. The list might include the following: neat appearance, good eye contact, knowledge of the job, a positive attitude toward work, appropriate dress, clear speech, direct answers to questions, asking questions about job, etc.
2. Show the Guidance Associates film called You and Your Interview. (or a similar film).
3. Discuss student reactions to situations portrayed. Do not spend a lot of time discussing the film since the Janus books will probably take a long time to complete.
4. Give each student a copy of Janus' My Job Interview Guide or a similar book. (If the group is very large, students can share books.) Ask them to read the introductory parts on their own, or plan special sessions for reading out loud. Have students turn to the table of contents. Ask for a volunteer to read the interview of his/her choice. Give the student a choice of reading employers' or employees' role. As a group, do the interview rating from at the back.
5. Have students role-play both parts of an interview and

rate each interview. Ask for volunteers.
Note: This exercise works well even with total non-readers. You can coach them in what to say and they can thereby participate.

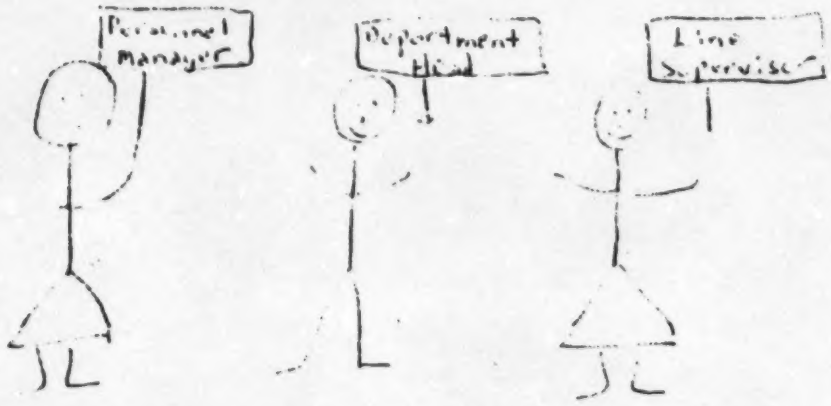
6. After all interviews are read, ask students to select two entry-level jobs and make up scripts for a "good" interview and a "bad" interview. List all factors they want included for a rating sheet.

7. Have students think about interview questions and situations which might be difficult for them. Such problem areas as gaps in employment history, health problems, criminal record, lack of formal education or of work-specific experience might come up. Tell them to write down their questions because they will have a chance to ask personnel workers about their concerns the next session.

III. COUNSELING WORKSHOPS

D. PREPARING FOR SPECIFIC JOB INTERVIEW

4. PRESENTATION BY PERSONNEL EXPERTS TO ADDRESS STUDENT JOB-GETTING CONCERNS



Purpose:

To allow students the opportunity to ask questions and state concerns about the application blank, resume, and job interview, particularly regarding problem areas for themselves (e.g., age, health, criminal record, education, and lack of paid work experience).

Rationale:

Despite their having gone on informational interviews and having developed their own interview rating forms, students can still benefit from questioning personnel workers about the best way to present themselves in an interview. Although personnel interviewers do not always have the final word on who gets hired, they do screen applicants and conduct initial interviews. It is important to hear about their reactions to the issues of age, sex, parenthood of young children, criminal record, lack of work experience, etc.

Students should hear their views on how to complete an application form, present a resume, and speak about themselves. The credibility of people doing job interviewing for a living will be much greater than that of a workshop leader or fellow student.

Materials:

Copies for each student of problem question list developed in previous session, paper for note taking.

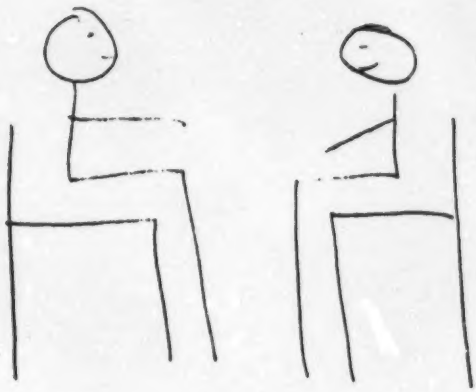
Procedure:

1. Introduce to the group at least one personnel interviewer and preferrably more than one. If more than one, try to get them from different fields.
2. Have each one speak briefly about his/her ideas of what creates positive and negative impressions on the application blank and in the job interview.
3. Have students ask the questions they prepared about their particular concerns. The rest of the session will be spent in questioning the panelists and their response to the students' points.

III. COUNSELING WORKSHOPS

D. PREPARING FOR A SPECIFIC JOB INTERVIEW

5. ROLE-PLAYING INTERVIEWS FOR STUDENTS OWN JOB GOALS



Purpose:

To give students practice in expressing themselves positively regarding their skills and experience when faced with difficult questions in mock interviews; to give students an opportunity to hear themselves respond and to hear feedback from other group participants on what they did well and what interview behavior needs changing.

Rationale:

After students have developed general rules for themselves on positive interview behavior, they will need to apply those rules to their specific needs. Taped or videotaped mock interviews give students a chance to hear and/or see themselves responding to difficult questions and to practice turning a "sore-point" issue into a non-emotional or even positive point for them.

Materials:

Tape recorder and cassettes, (videotape equipment

preferable), paper for note taking, "Qualities I want to Develop" list from vocabulary-building exercise.

Procedure:

1. Review with the group what students have learned from the session with the personnel experts and from doing the Janus role-plays.
2. Ask for a volunteer to demonstrate an interview. Find out his/her job goal and review some major points about the job and company, if specified.
3. Role-play interview and have the group take notes.
4. Discuss interview ratings. Pay particular attention to vague answers and rambling (such as volunteering information on negative points).
5. Have each student go through two mock interviews if there is time. All students should do an interview once before any student begins the second one.
   Note: If students get bogged down in problem areas, direct them to look at their vocabulary building and skills identification exercises for emphasis on what they can do and on specific steps they can take to function adequately in weak areas (see the "Qualities I Want to Develop" list in the vocabulary building exercise). For example, if asked the question "What are some of your weaknesses?" the student should not state simply, "I have a problem managing my time" and then proceed for a long time on what a problem time management is. Rather, he might respond this way. "I find time management is a problem for me unless I organize my work station fifteen minutes before leaving work each night and prioritize tasks from my written list of things to do." This way, the student gives specific steps in handling the problem.

Besides the stress on positive expression of skills, look for wnether each student displays current knowledge of the job requirements, answers vague questions in work-related terms, expresses a responsible attitude toward work, asks questions about the job, has something pertinent to say when asked if he wants to add anything, and ends the interview by setting up a time table for further contacts.

6. In between interview cycles 1 and 2, have students write "I learned ..." statements about themselves and "I will change from_____to_____in my interview" statements. Stress the importance of getting both the plan and evaluation down in writing.

Now that you have completed this "cookbook" of ACE counseling ideas and techniques, we hope you will adapt to your own setting those techniques most readily usable to you. Again, please do not be put off by the numerous steps involved in several workshop sessions. They are presented for those of you who want a wide range of possible activities for your students. As with any cookbook, you will vary the recipes and "add spices" according to your own needs and tastes.

We at ACE saw the workshops as a chief tool in students' personal and vocational growth and in the building of language skills. We think you will, too.

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